DOCUMENT RESUME

ED 211 238 RC 012 695

AUTHOR	Rogers, Nell
TITLE	Zuni-Cultural Education Program: An Evaluation. Pueblo of Zuni, Zuni, NM.
INSTITUTION	Pueblo of Zuni, N. Mex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Indian Education.
PUB DATE	Jun 79
GRANT	G007605505
NOTE	198p.; For a related document, see ED 186 201.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*American Indian Education; Career Awareness; Counseling Services; Cultural Awareness; Cultural Background; *Cultural Education; Dropouts; High School Students; Junior High School Students; Local History; Material Development; *Nontraditional Education; *Program Evaluation; *School Community Programs; *School Community Relationship; Secondary Education; Student Attitudes; Student Teacher Relationship
IDENTIFIERS	New Mexico; *Zuni (Pueblo); Zuni Cultural Education Program

ABSTRACT

In its third year the Zuni Cultural Education Program (ZCEP), a multi-dimensional program planned by the Pueblo of Zuni, had excellent staffing, participant response, administrative procedures, and a sound educationl philosophy; it was supportive of Zuni community development. Five components, evaluated from site visits, interviews, questionnaire results, and school records, were: the Alternative Learning Program, providing required and elective courses in grades 7-12 to public school dropouts; the Extra Credit Program, providing evening classes for students with high school credit deficiencies; the Cultural Awareness Program, providing non-Zunis with an understanding of the community; the Career Awareness Program, providing students with exposure to career choices and training opportunities; and the Zuni Tribal History/Documentation Program, providing programs on Zuni culture and collecting historical materials. All components received high evaluations. Overall, the program accomplished its objectives, was in compliance with grant regulations, and satisfied New Mexico high school graduation requirements. Over 300 Zuni students participated in the program, 178 students earned high school credits, 150 people attended cultural awareness seminars, and 200 attended a career awareness night. Recommendations included reducing personnel workloads, acquiring additional classroom and office space, reassessing component objectives and activities, and informing the community about ZCEP. (Author/SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211238

MAY 1981
ERIC/CRESS
RECEIVED

OE GRANT # G 00760505
ZUNI-CULTURAL EDUCATION PROGRAM: AN EVALUATION
PUEBLO OF ZUNI, ZUNI, NM

Prepared
by
Nell Rogers

JUNE 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Linda S. Belarde
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Published by the Pueblo of Zuni
Zuni, New Mexico

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC 012695

TABLE OF CONTENTS

Zuni Cultural Education Program

Page No.

ABSTRACT i

DEFINITION OF ABBREVIATIONS vi

LIST OF TABLES viii

Chapter I. Program Description 1

- A. Program Site 1
  - 1. Geographic/Community/Demographic Characteristics 1
  - 2. Educational Setting 4
- B. Program Objectives 11
- C. Program Description 12
  - 1. Zuni Alternative Learning Program 12
  - 2. Extra Credit Program 14
  - 3. Cultural Awareness Program 15
  - 4. Career Awareness Program 16
  - 5. Zuni Tribal History/Documentation 17
- D. Parent/Community Development 17
- E. Internal/External Evaluation 18

Chapter II. Methodology 20

- A. Perspectives of the Evaluation Plan 20
- B. Description of the Plan 21
- C. Data Sources 23

Chapter III. Data Summary: ZCEP 36

- A. Alternative Learning Program/Extra Credit Program 36
  - 1. Enrollment Figures 36
  - 2. Participant Characteristics 37

Page No.

3. Courses Taught 43

4. Student Credits/Grades Earned 46

B. Cultural Awareness Component 59

C. Career Awareness Component 62

D. Research and Documentation of Zuni History 64

E. Staffing: Patterns, Qualifications, and Training 67

1. Patterns 67

2. Qualifications 69

3. Training 73

Chapter IV. Detailed Data Summary for Selected ALP Quarter 74

A. Student Characteristics 75

B. Third Quarter Courses, Attendance Patterns, and Grades/Credits Earned 75

C. Third Quarter Attendance/Grades Earned Correlation 85

Chapter V. Findings and Recommendations 87

A. Total Program Operations 90

Findings 90

1. Grantor Guidelines Compliance 90

2. Administration/Staffing 93

3. Community/Participant Benefits and Relationships 100

4. Resource Coordinator 103

Recommendations 108

B. Alternative Learning Program 114

Findings 114

1. Learning Environment 114

2. Parent/Community Satisfaction 120

3. Curriculum and Instruction 123

4. ALP Student Assessment 137

5. Enrollment and Attendance 140

Page No.

6. Supportive Services 145

7. Program Management 152

Recommendations 155

C. Cultural Awareness 163

Findings 163

Recommendations 166

D. Career Awareness 168

Findings 168

Recommendations 169

E. Zuni History and Documentation 171

Findings 171

Recommendations 172

F. Extra Credit Program 173

Findings 173

Recommendations 173

NOTES 175

ATTACHMENTS

Attachment A. Detailed Course Listing 177

Attachment B. Acknowledgements 180

ABSTRACT

Five program components were evaluated in the third program year of the Zuni Cultural Education Program, a multi-dimensional program planned by the Pueblo of Zuni, Zuni, NM to (1) provide alternative secondary education for Zuni students who can not or will not attend public schools; (2) provide opportunities for non-Zuni teachers and other non-Zuni's living and/or working in Zuni to learn about Zuni history, values, and customs; (3) provide opportunities for students to correct high school credit deficiencies preventing their graduation through high school classes taught in the evenings and summers; (4) insure that Zuni students have access to occupational knowledge and higher education and/or training options; (5) provide Zuni Culture-based counseling services for students, parents, and public and private school staff (in Zuni) by Zuni staff familiar with Zuni ways; (6) develop materials and teaching approaches based on Zuni cultural learning/teaching experiences and (7) continue research and documentation of Zuni history.

The program components were the Alternative Learning Program, the Extra Credit Program, the Career Awareness Program, the Cultural Awareness Program, and Zuni Tribal History/Documentation.

Findings and recommendations from the external evaluation were based on site visits for observation of program activities; interviews with local decision makers, program staff, and local schools' officials and teachers; administration of survey questionnaires to all interview respondents, to students, and to parents; analysis of existing program records, statistics, and internal evaluation reports; and, analysis of student enrollment/attendance/grades/credits earned patterns.

Overall program results indicated by these sources are the following:

- The Zuni Cultural Education Program is one of excellence in staffing, in participant response, in administrative procedures, and in the practice of a culturally amenable, sound educational philosophy which understands how learning happens. (A most compelling finding throughout the evaluation was the frequency with which the words 'kind,' 'nice,' 'good,' and 'patient,' appeared in interviews and on questionnaires in reference to the mechanics of teaching/learning within this program and the equally frequent use of the work 'mean' in reference to other educational systems.)

- The Zuni Cultural Education Program accomplished its objectives as proposed in the Pueblo of Zuni's application to the US Office of Education/Office of Indian Education for funding as a Title IV, Part B grantee.

- The Zuni Cultural Education Program is in compliance with the legislation, regulations, policies, and special conditions determined by the grant award.

- The curriculum followed by the Zuni Cultural Education Program in its Alternative Learning Program component satisfies New Mexico state requirements for high school graduation and, further, surpasses those requirements via the addition of electives not otherwise available to Zuni students.

- All teachers employed by the Zuni Cultural Education Program are certified by the State of New Mexico and, in most cases, hold teacher certification in other states.

- The operation of the Zuni Cultural Education Program is likely to result in long-term benefits for the Zuni community at large and for program participants and their families specifically.

Quantitative indicators of Zuni Cultural Education Program results are these:

- Over 300 Zuni students in grades 7-12 participated in program activities, primarily in the Alternative Learning and Extra Credit Programs.

- 178 Zuni students earned high school credits through the Alternative Learning and Extra-Credit Programs.

- Three Cultural awareness seminars, with a total attendance of approximately 150 were held during the school year. Other cultural awareness activities were those of providing Zuni storytellers on a regular basis to the public and private schools, counseling individual students, and making presentations in the public and private schools at the schools' request.

- A Career Awareness night, with 28 presenters from universities, technical schools, the military, and local employers, was held and was attended by nearly 200 Zuni community members.

- Seven college/technical schools' visitations for high school students and other community members considering entry into same were conducted for 72 participants during the program year.

- A significant quantity of Zuni historical and cultural resource material has been collected, documented and/or prepared by the Historian. The Historian also held an average of five-ten briefing contacts per month with non-Zuni's (at the request of various tribal programs); spoke and prepared material for each of the three Cultural Awareness seminars; and served as a resource speaker to classes at schools in Zuni nearly 50 times during the year.

Recommendations vis a' vis overall program performance include those of

- diminishing the workload of almost all program personnel, particularly the administrative and teaching staff, if adequate fiscal resources become available to allow for hiring additional staff;

- acquiring additional classroom and office space as fiscal resources permit;

- reassessing the objectives and activities of each program component, based on the program's operating experiences and information gathered during the past three years, and

- planning and implementing a comprehensive community education effort to inform the community-at-large of the program's activities and operating policies.

Specific findings and recommendations can be found within the body of the report in Chapter III, a data summary compiled on all program components; in Chapter IV, a detailed data summary on the Alternative Learning Program; and in Chapter V, findings and recommendations by component.

DEFINITION OF ABBREVIATIONS

For brevity, a number of abbreviations were used throughout this report. A definition of those most frequently used is provided here for clarity.

Abbreviation	Definition
ZLC	Zuni Learning Center. The Zuni Learning Center is a classroom and office building housing the administrative offices of the Zuni Division of Education and several programs/services in that division: Bureau of Indian Affairs educational grants and contracts programs, e.g. Higher Education and Johnson-O'Malley; the offices of the Zuni Cultural Education Program and the Zuni Adult Learning Center. In addition, the Alternative Learning Program and the Extra Credit Program, divisions of the Zuni Cultural Education Program; and, the Business and Job-Related Instruction and the Consumer/Life-Coping Skills Instruction divisions of the Zuni Adult Learning Center hold classes here. College courses scheduled by the Division of Education are held here in the evenings as are special events associated with education in Zuni.
ZCEP	Zuni Cultural Education Program. The ZCEP is the umbrella program which operates the Alternative Learning Program, the Extra Credit Program, the Cultural Awareness Program, The Career Awareness Program, and The Zuni Tribal History and Documentation Program.
ALP	Alternative Learning Program. The ALP is an alternative school providing accredited high school courses for Zuni students in grades 7-12 who do not or cannot attend Zuni High School. The ALP is housed in the Zuni Learning Center and is part of the Zuni Cultural Education Program.
DHEW/USOE/OIE	Department of Health, Education and Welfare. U.S. Office of Education. Office of Indian Education. The Office of Indian Education, as a division of the US office of Education, is the federal agency providing funding for most of the program activities of the Zuni Cultural Education Program.

FOP	First Offendor's Program. The FOP is a program providing family counseling/family therapy for first-time juvenile offendors arrested whose arrest was drug or alcohol related. The FOP is a Pueblo of Zuni program, coordinated by the Counselor from the Alternative Learning Program and drawing on the resources of other tribal programs.
CETA Program	Comprehensive Employment and Training Act Program. The CETA Program is one providing employment and training to Zuni residents in need of such assistance. Several titles of the Act provide funds for services in Zuni which are administered by the Zuni Manpower Development Office.
YACC Program	Young Adults Conservation Corps Program. YACC at Zuni provides employment and training for young people who work on designated projects within the Pueblo.
IHS	Indian Health Service
BIA	Bureau of Indian Affairs

TABLES

Page No.

Table I. ALP/Extra Credit Program Enrollment Figures 36

Table II. Participant Characteristics: Totals. ALP and Extra Credit 38

Table III. Mean Age by Grade Level: ALP and Extra Credit 38

Table IV. Participant Characteristics: ALP 39

Table V. Mean Age by Grade Level: ALP 39

Table VI. Employment Status of Students: ALP 40

Table VII. Time Out of School: Senior High Students. ALP Totals 41

Table VIII. Time Out of School: Junior High Students: ALP Totals 41

Table IX. Length of Time in ALP: Junior and Senior High Students 42

Table X. Participant Characteristics. Age. Extra Credit Students 42

Table XI. Participant Characteristics: Grade. Extra Credit Students 42

Table XII. Zuni Cultural Education Program. 1978-79 School Year Courses 44-46

Table XIII. ALP and Extra Credit Students: Total Credits Earned 47

Table XIV. Alternative Learning Program Courses: Credits and Grades Earned. Sub-Tables by Course 48-54

Table XV. Extra Credit Courses: Credits and Grades Earned Sub-Tables by Course 55-58

Table XVI. Third Quarter Credits Earned Distribution: ALP 75

Table XVII. Third Quarter Age Distribution: ALP 75

Table XVIII. Third Quarter Grade Distribution: ALP 76

Table XIX. Third Quarter Course Totals and Means: ALP 77

Table XX. Attendance, Grade Earned, and Credit Earned Distribution 78

Table XXI. Program Compliance Checklist 90

Table XXII. Curriculum Content and Instructional Effectiveness Rating Table 125-127

Chapter I. Program Description

A. Program Site: Pueblo of Zuni. Zuni, New Mexico

1. Geographic/Community/Demographic Characteristics

The Pueblo of Zuni is the largest and most remote of the 19 Pueblos in New Mexico. The reservation's 408,404 acres are primarily open grazing land, crop lands, and forests in McKinley County, New Mexico. The extremely rural location of the Pueblo brings with it isolation and its accompanying hardships: The nearest major shopping and outside transportation center is Albuquerque, some 150 miles east of Zuni. Limited shopping is available 44 miles north in the small town of Gallup where prices are invariably inflated. The usual recreational and social outlets e.g. movies, restaurants can only be found in Gallup. Telephone service is limited, with long distance calls difficult to receive in Zuni. The state highways into and out of Zuni are poorly maintained and are particularly difficult to travel in winter when the land's high elevation and winter storms combine to create hazardous driving conditions. The Pueblo is not served by any source of public transportation.

Approximately 6,600 tribal members reside on the reservation, according to the Tribal Census Department and the Bureau of Indian Affairs' Spring 1979 Population and Labor Force Report. Most live in the large village of Zuni where all governmental, educational, health, and recreational services' agencies are located. All social, religious, and ceremonial functions also occur here. There are, in addition to the facilities housing various public services, a few private businesses primarily convenience food stores, laundromats, jewelry suppliers'/traders shops, gas stations -- in the village. Three smaller farming villages are located within 20 miles of the main village.

The circumstances of isolation and limited private businesses are inconveniences and escalate the cost of living for the Pueblo as well as the cost of providing basic governmental services (including health and education); the impact of the isolated geography and lack of local economic development is far more apparent in terms of employment and income.[1]

> Off-reservation employment is generally unavailable due to the distances to be traveled and the prohibitive cost of gasoline. There are equally limited opportunities for employment within the Pueblo other than within federal and tribal government programs.
>
> Self-employment as jewelry makers has traditionally been relied upon by many members of the community since Zuni jewelry enjoys international recognition for its quality of workmanship and design. However, cooperative price setting for lowered prices by non-Indian jewelry buyers and a depressed jewelry market have significantly diminished the standard of living for a majority of Zuni adults, with many families subsisting on a mere $40 - $60 earned per week. (While per capita income figures are not available for 1979, the per capita in 1976 was only $1,210 -- far below the national average.) This meager family income is being further eroded by the exorbitant costs each family experiences for gasoline, food and for utility costs for propane and/or electricity in the winter for those families living in newer homes or mobile homes which are not wood heated.
>
> The inability to earn a living income is reported to create major changes in the usual living patterns of Zuni families. Primarily, in families which rely on silver-smithing, both parents now must produce two, three, or four times the amount of jewelry they once made in order to even earn minimum amounts of money. Consequently, there is less time for family interaction and much less time to supervise youngsters. Zuni people are also finding themselves dependent upon public assistance for the first time -- a very new phenomenon since the tribal members have always been self-supporting, relying upon farming, and other means of self-employment. As new sources of employment/support are sought other than self-employment, the consequences of limited education become more apparent -- most tribal/federal programs' jobs require a high school education and fluency in English with other jobs requiring technical/professional skills and certification.

> The factors described above combine to result in an unemployment rate of 35.9 per cent in April, 1979, with the adjusted percentage rising to 39.8 per cent when CETA program participants are considered.

The population of Zuni is quite young, with 68% (4,216) under 25 years old, with 1,376 between 16-24. Parents, then, are very young. 31.5 per cent of the births reported by Zuni Health Services were teen-aged ones. (The significance of this statistic to the Pueblo is obvious when compared to the teen-aged birth rate of the 23.9 per cent for the Albuquerque Area Health Services and only 18.9 per cent for the general United States population.)

Finally, McKinley County (New Mexico) in which the reservation is located was ranked in the first quintile for poor health status, troubled family status, and alienation and in the second highest quintile for depressed economic status in the May, 1979 Indicators of Social Well-Being for U.S. Counties. USDA. Economics, Statistics, and Cooperatives Services. Rural Development Research Report. No. 103.[2] (Socio-economic status was defined by median family income, families with employed male heads not in poverty, school attainment, and dwelling units with complete plumbing; health status was specified by mortality from all causes, infant mortality, and mortality from influenza and pneumonia; family status was composed of three indicators -- proportion of children living with both parents, difference in per cent of males and females in the labor force, and percent of families with female heads; and alienation was computed by mortality from suicides and cirrhosis of the liver.)

Zuni's isolation has kept its culture intact with the Pueblo considered one of the most traditional of Indian communities in the country. Tribal members continue many historic culturally sustaining events and the tribal religion remains in widspread practice, appropriately influencing all aspects of Zuni life. Zuni language maintenance has remained at high levels at a time when many tribal groups are facing threatened loss of their language. Zuni is the primary language spoken in family and social conversations.

2. Educational Setting

Although the Anglo culture has generally perceived education as a means of transmitting culture, with schools planned to help the individual develop a strong self-concept and to acquire the skills of learning, the historical use of education as applied to Zuni people was one of using frankly coercive means to force acculturation and the subordination of the Zuni culture, religion, and language.

Zuni adults who are parents today were sent to schools operated either by missionaries, by the Bureau of Indian Affairs, or by a public school district -- all institutions which frequently ignored Zuni ways and discouraged the use of Zuni language. In the process, many Zuni people justifiably developed negative perceptions of education, the social results of which are now apparent through the high drop-out rate and through adults' continuing reluctance to become involved in educational decision-making or educational activities affecting their children.

The Zuni community is served by the Gallup-McKinley County public school district -- the largest school district geographically in the United States, covering over 5,000 square miles. The school board and central administrative offices are housed in Gallup, NM. Since no Zuni person serves on the Gallup-McKinley County school board, school policies affecting a community of nearly 7,000 are set by a body which receives no input from the population to be served.

This system operates three schools in the Pueblo of Zuni: Zuni High School, Zuni Elementary School, and Dowa Yallane Elementary School. These schools, particularly the high school, are large schools and are largely staffed by non-Zuni's. There is no middle school for seventh and eighth graders so that youngsters leaving sixth grade in the public elementary schools are literally 'caught up' in what seems to be, to junior high students, the vastness of the high school. These schools are described here by enrollment and Indian staffing patterns.[3]

- Dowa Yallane Elementary School. K-6

  Enrollment: Total 450. Zuni 441. Non-Zuni 9.

  Indian Administrators: 0

  Indian Instructional Staff: Zuni 2. Other Indian 1.

  Indian Paraprofessional Instructional Staff: Zuni 22.

- Zuni Elementary School. K-6

  Enrollment: Total 399. Zuni 387. Non-Zuni 12.

  Indian Administrators: 0

  Indian Instructional Staff: Zuni 1.

  Indian Paraprofessional Instructional Staff: Zuni 22.

- Zuni High School. 8-12

  Enrollment: Total 809. (It should be noted that Zuni High School was constructed to serve approximately 600 students.) Zuni 729. Non-Zuni 80.

  Indian Administrators: 0

  Indian Instructional Staff: Zuni 2.

  Indian Paraprofessional Instructional Staff: Zuni 2.

Two other schools, both private, also serve the Pueblo.

- St. Anthony's Indian School. K-8

  Enrollment: Total 218. Zuni 217. Non-Zuni 1.

  Indian Administrators: 1

  Indian Instructional Staff: 1

  Indian Paraprofessional Instructional Staff: Zuni 11.

- Christian Reformed Mission School

  Enrollment: Total 115.

  Indian Administrators: 0

  Indian Instructional Staff: 1

  Indian Paraprofessional Instructional Staff: Zuni 4

These figures show that (1) a public school system serving 1658 students has no Indian administrators, six Indian teachers and 46 Indian instructional paraprofessionals (it is noteworthy that the high school -- with 809 students -- has only two of the 46 paraprofessionals); and (2) of all the schools in Zuni which serve a total of 1991 students, there are one Indian administrator, seven Indian teachers, and 61 Indian instructional paraprofessionals.

As is the case with most public school systems and as a function of the immense size -- in miles -- of the Gallup-McKinley School District, the public schools at Zuni are plagued by inadequate funds, by lack of facilities with subsequent overcrowding, by distance from policy makers and central administration, by staff recruitment and staff retention due primarily to the isolation, inadequate housing, and high cost of living found at Zuni, and by isolation from the community.

Zuni young people, then, are attending schools -- especially in the high school -- which are overcrowded; in which textbooks and/or teacher behavior may ignore Indian heritage; and in which they infrequently find their language, their history or their culture. They see few Indian people employed by the schools and functioning as role models within these schools. (Some of the administrators and teachers at Zuni are recognized for having taken very positive advocacy roles for more responsible educational programming for Zuni. Others are fairly casual -- to the point of indifference -- about this need.)

Zuni students, then, find only limited relationship between education and their own life at Zuni: much of what happens in the classrom has little to do with what is happening outside, particularly in the world of work or at home. Of particular consequence here is the lack of recognition of the importance of religious observances, the necessity of young people to work--whether chores at home or with family livestock work or work for pay to assist parents in providing family income.[5]

Largely in consequence of the situation described above, junior high and high school students in Zuni make the decision to leave school; others are on the verge of doing so. Zuni High School (including the junior high school) has the highest drop-out rate among New Mexico public schools -- 44.3 per cent.[6] An on-going study at Zuni shows that 440 Zuni people between the ages of 19-25 have not completed high school. The number of older adults who lack a high school education is estimated to be higher.[7]

For the Zuni young people who left school without completion in the past, there were few, if any, options available on or near the reservation for their continued education. The public school system did not respond with either alternatives for completing high school or with follow-up counseling for those students who have been leaving school at what any society would consider an alarming rate for a number of years. The Zuni Tribe long recognized the negative effects this drop-out rate and the accompanying disenchantment with education could have on long-term community development and stability.[8] The tribe's committment to quality, culturally accountable education was firmly articulated in The Zuni Comprehensive Development Plan. Toward Zuni - 1985, a long-term planning document. Toward Zuni - 1985 set out three targets for attention: increased individual income, improved living conditions, and enhanced educational opportunities. Twenty-four specific educational projects were defined in the plan. The tribe requested and received funds from the Bureau of Indian Affairs to secure technical assistance to implement the plan.

The tribal government contracted with the University of Northern Colorado at Greeley to provide this assistance. Essentially, after consultation with the Tribe, a three-phase plan was developed to assist the Pueblo in meeting its educational goals:

*Phase I was a workshop held on the reservation for intensive educational planning in 1971.

*Phase II was the development of an appropriate administrative unit to administer educational programs.

*Phase III was the development and implementation of educational projects.

Phase I, an intensive community workshop, was completed in 1971 and identified a number of educational problems -- lack of formal education, alienation of community/students from existing schools, bicultural strain, poor school achievement, and a high drop-out rate. Shortly, a tribal education coordinator was hired to begin implementation of Phase II and Phase III simultaneously. The Zuni Division of Education was established in early 1973, as the Tribe's educational administrative unit. The Zuni Learning Center operations began as the next logical step in the Tribe's educational plan. The Zuni Learning Center was to "provide learning opportunities for persons who want to learn, regardless of knowledge or skill... to offer alternative styles of learning for youth and adults who are not able or willing to attend public school at the secondary level.[9] The ZLC began as an adult education program with U.S. Office of Indian Education, Title IV, Part C funding and represented the first alternative opportunity for Zuni high school drop-outs to complete their high school education. By 1974, with USOE/OIE Title IV, Part B funding, the Zuni Learning Center operated a cultural education program which provided three school counselors and a tribal historian. Although the adult education program continuedand the cultural education program began to heighten cultural awareness within the schools, the need to offer a genuine alternative to the public schools contined to exist and grow, particularly since the age of the students leaving school was lower, since there were increasing numbers of young people out-of-school and unemployed, and since the adult education program could not accomodate the very young with its minimum age of 18 for GED testing.

Further, there were Zuni people who only needed one or two or even less credits in order to receive a high school diploma. Since these individuals had been out of school, they were reluctant to return to the high school as regular students and they were equally reluctant to begin GED study in the five subject areas as they only needed so few credits to graduate. An alternative learning program was needed to (1) allow young students out of school to attend classes for high school credits in a more flexible, less threatening, more relevant setting, (2) allow students who lack a few credits to earn those without an uncomfortable re-entry into the high school, and (3) provide opportunities for Zuni High School students who were behind in credits to earn the credits needed through night and/or summer classes.

The tribe, then, appled to the U.S. Office of Indian Education, Title IV, Part B for funding, beginning in 1976, for multi-year funding for the Zuni Cultural Education Program (ZCEP), a program which would continue the cultural awareness and tribal historian/documentation activities and which would have additional activities of alternative learning, career awareness and extra-credit. Funding for the requested activities was approved and the Zuni Cultural Education Program operated for three years — 1976-79.

This evaluation will examine the ZCEP's activities during the last of the three-year cycle -- F/Y '79. (The ZCEP has received an additional three years' funding from the U.S. Office of Indian Education as a tribal school.)

The above description has been included here to facilitate an understanding of the relationship of the Zuni Cultural Education Program's design and operation to the setting in which it functions.

B. Program Objectives

The objectives established for the Zuni Cultural Education Program were based on an analysis of the immediate and long-term educational needs in the Pueblo as well as upon the several years' planning which preceded the development of the application. The objectives follow by program category.

1. Educational Services
   a. To provide alternative learning possibilities for Zuni youth who cannot and will not attend the public schools.
   b. To provide learning opportunities for teachers and other non-Zunis to learn about Zuni history, values, and customs.
   c. To increase and enhance student knowledge of career possibilities and college requirements.
   d. To provide additional counseling services for students, parents, and public school staff using Zuni Cultural Education staff familiar with Zuni children.
2. Research and Development
   a. To develop materials for learning courses and methods of teaching based on Zuni cultural learning/teaching experiences.
   b. To continue research/documentation of Zuni history and culture.
3. Staffing
   a. To have certified instructors, preferably Zunis familiar with Zuni language and culture background.
   b. To train staff in all areas of the program.

C. Program Description

The Zuni Cultural Education Program is a multi-faceted, multi-dimensional one with components designed to address the educational needs implicit in each objective. This section will briefly detail each of the operational divisions of the ZCEP.

1. Zuni Alternative Learning Program

The Alternative Learning Program provides junior and senior high school level educational services (7-12) to Zuni students who have dropped out of the public high school, who have been referred by the high school counselors, or who are enrolled by parental request, by requests from various service agencies in the Pueblo, or by voluntary requests.

Instruction for students is divided into two areas -- junior high block and senior high studies. Seventh and eighth grade students are required to register for this course of study which is a daily three-hour period of basic skills instruction in language arts, math, social studies, science, and individual reading.

The ALP is housed in the Zuni Learning Center, a large building formerly used for tribal religious purposes which has been renovated to accomodate not only the ALP but also the Zuni Division of Education and the staff of the Title IV, Part C Adult Education Program. Physical education classes are held in the Zuni Community Center which is equipped with a gymnasium, indoor pool, and weight room. Limited transportation to the ALP is available.

A summer program which combines in-class instruction and field experiences is offered. Students can earn high school credits in multi-disciplinary classes e.g. those combining physical education, sociology, anthropology and journalism and also have an opportunity to travel away from the reservation and, often, the southwest. The summer program is open to all Zuni high school students and a priority list is followed in order to assure equity for students selected to participate in field experiences.

The Zuni ALP is supported by funding and staff from both USOE/OIE Title IV-B and Johnson O'Malley, an arrangement which allows greater staffing, varied services, and the inclusion of more students.

Students in grades 9-12 are allowed to select their courses based, first, on the need to satisfy high school graduation requirements and, second, on the personal interests of students as they relate to the electives offered. Each student is assigned an advisor from among the staff to assist in course selection and in other decision making situations.

The ALP is accredited by New Mexico State Department of Education/ Superintendent of Public Instruction. A cooperative working arrangement with Zuni High School is in place which allows all work satisfactorily completed at the ALP to be transferred to the student's official high school transcript. (Students must meet a minimum attendance requirement of 30 hours per 1/4 credit earned.) Students who earn 20 credits of required and elective coursework receive a Zuni High School diploma. They may elect to graduate either with Zuni High School students or in special ceremonies at the Zuni Learning Center.

The ALP curriculum offers all courses required for high school graduation and a substantial number of electives whose content areas frequently incorporate Zuni history and culture as well as contemporary Zuni issues. Classes are small and instruction is primarily individualized. Time is set aside for make-up work. Classes begin at 10 a.m. and continue through 9 p.m. in the evenings.

All academic instructors are teachers certified by the State of New Mexico. A full-time counselor is responsible for maintaining student records, notifying the high school of credits earned, counseling students, and home-school liason.

2. Extra Credit Program

The extra-credit program provides classes for full-time Zuni High School students who lack credits required for graduation, for older Zuni students who left high school lacking 1-5 credits for graduation, and for ALP students who wish to earn additional credits. The courses are usually limited to eleventh and twelth graders and students may earn up to two credits through the extra-credit program. Students are referred by the high school counselor.

The classes are taught three evenings per week at the Zuni Learning Center from 7-9 p.m. by high school teachers who work on a contractual basis with the ZCEP. Courses taught are those which high school students typically need extra work in -- math, language arts and social studies -- and those which may be too crowded during the regular school session such as photography and pottery.

3. Cultural Awareness Program

The Cultural Awareness Program assists non-Zuni teachers as well as other non-Zunis living and working in Zuni in acquiring the understandings necessary to improve their effectiveness in their jobs and to diminish their isolation from the community.

A series of cultural awareness seminars is held primarily for the personnel of all schools in the Pueblo. However, other non-Zunis are notified of these activities and are encouraged to attend. Representatives from the tribal government and tribal programs, parents, and religious representatives discuss available programs and services on the reservation, Zuni history and culture, Zuni language, parent/teacher and student/teacher relationships, traditional foods, cultural dances, and the Zuni religious calendar.

A tour of the village is provided so that newcomers can orient themselves to their new community. Prior to a major religious event -- the Zuni Shalako Ceremony -- a seminar was held to explain the significance of the ceremony as well as rules of conduct for non-Zunis.

The ZCEP staff also provides Zuni storytellers, craftspeople, an historian and instructional and/or resource materials to the elementary and high schools as resource consultants. These individuals are elder Zuni people who are quite knowledgeable of Zuni history and culture.

Regularly scheduled meetings of ZCEP staff, Zuni Division of Education staff, and public and private schools' principals and staff are held to share program information and discuss problem areas. The ZCEP staff lists resources available to the school and takes requests for services at this time. (Teachers and other school personnel are encouraged to contact the ZCEP at any time, however, to request specific services.)

Materials development for culturally-amenable instruction in the junior and senior high level in reading, social studies, language arts, and sciences is a major program activity. Training in this area has been provided through on-site University of New Mexico courses via support from the All-Indian Pueblo Council's Teacher Training Program. These same classes have supported beginning activities in developing a Zuni philosophy of education and a comprehensive curriculum.

Other activities of the Cultural Awareness component are those of assisting the ALP teaching staff by tutoring students, accompanying students on fieldtrips, and developing a tribal resource directory for new teachers and for other new interested tribal/federal programs' employees.

4. Career Awareness Program

The Career Awareness Program provides fieldtrips to area colleges and vocational schools, financial aid information, and career awareness workshops to expose both high school students and other Zuni residents with information vis a' vis career choices and career training opportunities.

This component assists Zuni community residents in applying for admission to schools and for financial aid.

5. Zuni Tribal History/Documentation

The Zuni Tribal Historian supports overall ZCEP components by:

(1) speaking as a resource consultant in the cultural awareness seminars;

(2) aiding cultural awareness staff in planning content for cultural awareness seminars;

(3) speaking frequently on requested topics to elementary and high school students;

(4) speaking to ALP classes and assisting staff in materials development and course content;

(5) assisting students with research papers;

(6) continuing to document Zuni history and collecting and/or producing written accounts of Zuni history, culture and ways of life;

(7) reviewing writings/observations made by anthropologists, early military officials, and others traveling through the Zuni lands.

In addition to the five operating components, the Zuni Cultural Education Program structure provides for parent/community involvement and internal and external evaluative procedures. These are briefly described.

D. Parent/Community Involvement

The ZCEP director meets frequently with the Zuni Tribal Council to report on program activities, to request assistance with problems, and to invite members of the governing body to visit and participate in ZCEP activities.

An open-house, special events, graduation ceremonies, and fund-raising activities are held and are frequently announced to the community. Two parent meetings have been held to encourage parental involvement in the program.

Additional community involvement is solicited through frequent announcements of program services on KSHI, the Zuni Educational FM Radio Station. A ZCEP publication, The Voice of the Eagle is widely distributed and contains accounts of program happenings and student writings.

Home visits made primarily by the counselors (and some other staff members to a more limited degree) are routine and occur to discuss student progress or to identify problems which were contributing to poor attendence.

E. Internal/External Evaluation

The program has established procedures for continuous self-evaluation:

(a) weekly staff meetings

(b) student/staff group meetings to discuss program plans and policies

(c) student evaluation of courses and instructors on a quarterly basis

(d) participant post-evaluation of cultural awareness seminars and career awareness activities

(e) attendance records

(f) credits/grades earned records

(g) review of course outlines

External evaluation provided for site visits for observation of program activities; interviews with local decision-makers, program staff, and local schools' officials and teachers; administration of survey questionnaires; and analysis of student enrollment/credits/grades earned patterns.

7

Chapter II. Methodology

A. Perspectives of the Evaluation Plan

The evaluation plan followed for assessing the Zuni Cultural Education Program took the position that the assumption that a project should be judged solely by the amount of participant change produced in a given period is an inappropriately narrow criterion for judging the merits of an educational program.

Normally, the use of a preordinate evaluation plan which emphasizes stated program objectives, objective statistics (test scores and similar figures) and standards held by project personnel to provide criteria of success would be reasonable in evaluation when side effects and outside events over which the project has no control are likely to be insignificant, easily detected or controlled. This was not the case for the Zuni Cultural Education Program which operates in a setting best characterized as unpredictable in terms of economic stability of the community, funding levels, weather extremes, housing availability for staff, the influence of isolation, and political decision-making. Further, the Zuni Cultural Education Program is a broad-aimed one seeking to affect the quality of the participants' lives through education -- a direct contrast to educational programs which have relatively narrow goals e.g. seeking primarily to teach with little concern for application in the future or within the community. The ZCEP components are problem and learner-centered, focusing on community and participant concerns which require some form of learning in order to address the previously referenced problems. (See Chapter 1.)

For a program of this scope -- one which explicitly addresses Zuni societal issues by linking the programs' educational resources with the problems identified -- an evaluation approach was needed which would meet not only the program's reporting requirements but would take into account (1) the initial need for the program; (2) values on the part of participants, parents, community decision makers, and staff; (3) degree of program development; (4) environment in which the program functions; (5) consequences of the program components; and (6) planning/informational needs on part of staff and local community decision makers.

The evaluation plan selected was that of effectiveness status monitoring: the comparison, using key indicators, of actual program results against planned results; an examination of relative effectiveness -- what strategies within the program worked best; an assessment of managerial and operational effectiveness; a review of unexpected outcomes from the program, both positive and negative; and a determination of satisfaction with services by the client population.

B. Description of the Plan

In order to implement a plan meeting the criteria specified in the preceeding sections and in order to satisfy the informational needs of the grantor, the U.S. Office of Indian Education, and of the grantee, the following program areas were designated for examination by the evaluator, following consultation with the program staff and administrator:

1. Compliance by program with appropriate grantor regulations, policies, and special conditions
2. Context or environment in which the program functions

(geographical, demographic, and institutional)

3. Program services as set out in grant terms

   a. type of services provided
   b. frequency of provision
   c. requests for services
   d. unmet requests for services
   e. staff providing services
   f. documentation of results of services
   g. participant preference for services' delivery systems
   h. additional services provided

4. Community contact

5. Individual participant data

   a. number of participants by component
   b. demographic characteristics of individual participants: age, sex, employment data, source of income, health status, place of residence
   c. educational and developmental entry and exit levels and interests as indicated by grades and credits earned, observations recorded anecdotally, or similar indicators.
   d. cultural characteristics: degree of Zuni-language speaking, preference for bilingual instruction
   e. participants who are provided counseling services
   f. number and kind of referrals received by the program
   g. number and kind of referrals made to other agencies on behalf of programs' participants
   h. participation patterns
   i. number of separations, reasons for separation, and follow-up

6. Staffing patterns and staff competencies

7. Staff development

8. Staff/participant/community decision-makers/parents perceptions of program design

9. Program deliverables: instructional material, historical/cultural writings, radio programs

10. Management/operational systems

11. Institutional relationships/coordination of resources

12. Physical facilities and supportive services

13. Program development: consequences of the program and means by which they were reached.

14. Validity of program objectives

To structure the examination process, a large portion of the evaluator's time during two five-day and two three-day site visits was spent observing the program, talking with program staff, community decision-makers, program participants, and local schools' administrators and some teachers, and discussing observations from each site visit with the program director as well as with staff members in response to specific questions.

In addition to these interviews which emphasized only a few prime questions, survey questionnaires which requested some factual knowledge, some demographic information, and fairly extensive opinions were used to gather information from parents, local decision makers, program participants, and program staff. Existing student records and other program statistics were analyzed; program ratings by professionals were requested; and the experiences of outside agencies were recorded. The SPSS system was used to tabulate data from program records and questionnaires.

This formative plan which relied on site visits and data collection during the program year allowed for modification and attention to developing program issues and served the dual purposes of collecting evaluation data and providing on-going program services simultaneously.

C. Data Sources

1. Program's Service Population

Primary sources of information were members of the program's service population since this group as a source offered several major advantages:

- an important aspect of the quality of services provided is the client/community's perceptions of their adequacy (although it is important to note that some clients may respond positively simply due to the availability of services without really analyzing their own feelings.)

- o the service recipient population was considered to likely have a higher concentration of need for services than that of the general population
- o the respondents already had access to the service system and information about service availability.

In drawing conclusions from responses from the service population, recognition was given to the reality that the needs of the non-service population might be qualitatively or quantitively different from those of the service population. Given the dependence of the respondents on the service system, care was taken to assure each that the information he/she provided would be held in confidence and would not affect his/her present or future relationships with the program.

Data collection methods and the number of respondents to each are listed below.

a. Alternative Learning Program/Extra Credit Program Student Questionnaire

This questionnaire to identify student demographic characteristics, student attitudes and interests, and student perception of the program was completed by 57 of the 77 full-time ALP students. Of these 57, 16 were junior high level and 39 were senior high level. Fourteen senior high and three junior high school students completing the questionnaire were also extra-credit students.

It was hoped that a universe of the full-time ALP students could be reported. However, 57 of 77 was considered a very good response rate since the questionnaire was administered during late spring to students present on one day at the ALP -- a time when attendance is usually down due to the necessity of young people to help at home with either livestock or farming operations. The inclusion of 17 extra-credit students was unanticipated and welcomed since no plans had been made to directly question those students due to their large number and dispersal throughout the village, factors which would make access very difficult.

b. Student Evaluations of Course and Instructor

Further student responses were collected from individual student evaluations of ZCEP courses and instructors prepared during the program year. 168 questionnaires were completed by students enrolled in 15 courses.

c. Public Schools'/Other Local Schools' Administrators' Questionnaires and Interviews

This questionnaire was used by the evaluator to determine the local schools' (1) familiarity with the program, (2) use of program services by the schools, (3) perception of program operations, (4) value of program to the local schools as recipients of services, (5) enrollment and staffing patterns of schools, and (6) recommendations for program changes. Questions were both closed and open-ended, with the open-ended questions used as interview questions by the evaluator. The use of both a questionnaire and an interview with the school administrators' and counselors protected against misconstruing replies and allowed new information to be injected into the evaluation. A universe of all elementary school principals and the high school principal was achieved. Other respondents were the assistant high school principal and the two high school counselors, giving a total of eight respondents.

d. Cultural Awareness Activities' Questionnaire

Teachers in the local school system who had attended cultural awareness activities or who had used the program were asked to complete this questionnaire. Sixteen questionnaires were returned by the local school principals.

e. Cultural Awareness Seminar Participants' Self-Evaluations

Pre and post workshop/seminar forms completed for the three cultural awareness seminars held during the year were reviewed. The following lists the date of the workshop, the number of participants, and the number of evaluation questionnaires returned.

August 24, 25, 1978	30 participants	27 forms returned
October 19, 1978	25 participants	17 forms returned
March 5, 1979	23 participants	16 forms returned

f. Career Awareness Activities Questionnaires

Program questionnaires administered by program staff were reviewed and responses collated for inclusion in the final report.

Activity	No. and Kind of Questionnaire
College Interest Survey	33 YACC Program Participants Responses
Career Choice Inventory	18 senior high ALP Students' Responses
Career Awareness Night	12 Post-orientation Evaluation Forms Completed by Exhibitors

g. Interviews and Observations

Interviews were held by the evaluator with each school principal (and, with the high school, also the assistant principal) and with the two high school counselors. In addition, seven of the new teachers who had participated in cultural awareness activities were interviewed in connection with their completion of the cultural awareness questionnaire.

Each classroom was observed during the site visits and student involvement with Alternative Learning Program activities was noted.

2. Parents

Parents of both ALP and Extra-Credit students were sought as respondents in order to (1) obtain a sense of parental perception of the program and (2) cross-validate responses of parents with those of program students, program staff, and local decision-makers. Parents of Zuni young people who were not enrolled in either the ALP or the Extra-Credit Program also became respondents when they were members of other groups questioned i.e. local decision-makers, staff from local schools, or program staff.

Parents as respondents were the most difficult to reach. Twenty-five copies of a parent questionnaire were distributed by a Zuni-speaking staff member who visited the homes, explained the questionnaire, translated the questions and recorded answers when necessary, and noted parent responses in addition to their answers to the questionnaire. Only 25 questionnaires were distributed since the 25 parents selected would represent parents of approximately 75-80 per cent of the students. Fourteen questionnaires representing 29 students were returned (Twenty-three of the students were ALP students; eight were extra-credit; and 12 were summer program/field trip participants.) While this response only represents about one-third of the ALP students, it must be noted that (1) some young people may live with caretakers other than their parents — individuals who might have been uncomfortable to respond as parents; (2) family life may be so disoriented by the necessity of both parents' working long hours or by social problems that it was not reasonable to expect those parents to respond; and (3) some parents simply chose to comment that they were satisfied with the program and really couldn't answer the questionnaire. Generally, those parents who did respond did so with care and detail so that a reasonably good sense of those parents' (who would or could be involved in the ZCEP) perceptions and concerns was available for consideration.

3. Local Decision Makers: Zuni Tribal Council and Governor of The Pueblo

Members of the Zuni Tribal Council and the Governor of the Pueblo constituted an important source of data, particularly so in view of the political nature of planning and resource allocation. Information obtained from this source was valuable in that it provided (1) an indication of which program areas are likely to become or have become public issues in Zuni and (2) an indication of those program areas in which political leaders were likely to offer support or opposition and (3) a list of issues salient to the political body of Zuni for the program staff to consider.

As was true with each data source, several constraints to the use of data from this particular source were considered in preparing the final report:

a. Political/local decision-makers' perceptions of programs and problems often reflect political sensitivity.

b. These leaders can represent only the individuals or groups who have access to them. Thus, some segments of the Zuni population may not be included in the decision-makers' evaluations.

c. The constraints -- in terms of work load and responsibility --

of office may mean that the decision makers' may not be fully apprised themselves of the factual status of every program operated by the government.

Even though the concerns identified by political/community leaders were sometimes inconsistent, inclusion of data from this source was extremely important as programming in a community is a political process, with successful program operations requiring political support.

a. Local Decision-Makers' Questionnaire

Questionnaires were completely answered by the Tribal Governor and four of the seven Tribal Council members and were partially completed by two other Council members. One Council member due to illness was unable to respond. Two other Council members, newly elected, stated that due to their relative newness to the Council that they would like to have additional time to familiarize themselves with the programs' activities prior to completing the questionnaire.

b. Local Decision-Makers' Interviews

The Tribal Governor and six of the seven Tribal Council members were interviewed by the evaluator during the course of three site visits beginning in April and continuing through mid-September. The interviews were lengthy (1½-2½ hours per individual session) with some council members opting to use a Zuni-language speaking translator. The Tribal Governor and three of the Council members indicated that they were very familiar wtih the ZCEP; two others reported that they had some knowledge of the program; and two others stated that they had little or no knowledge of the program and had been unable, despite delaying their interviews until the last two site visits, to adequately apprise themselves of the program's status. (During the evaluator's first meeting with the Council in April, 1979, a request for copies of the ZCEP proposal and semi-annual report was made by the members, particularly so that they could familiarize themselves with its objectives and structure. This request was complied with by the ZCEP director.)

The interview questions were fairly general and did not focus on the program's day to day operations, but instead sought to determine the community's view of the program as well as how each council member and the Governor viewed the program in relationship to the overall development plans for the Pueblo of Zuni. Questions raised were the following:

(1) What are the positive aspects of the program as you see them?

(2) What are the negative aspects of the program as you see them?

(3) How do adult Zuni community members feel about the programs?

(4) How do you know, as a member of the Pueblo's governing body, how well the programs are working?

(5) What recommendations would you make for change in the programs' operations?

(6) What information would be most useful to you from the evaluation?

4. Cooperating Agencies

Information was solicited from agencies which were most closely associated with the Zuni Cultural Education Program--the local schools, the First Offendor Program and the CETA Program--with particular emphasis placed on gathering information from school administrators and staff. This latter source was helpful in that it provided perceptions of all program components (since each school in some way had an association with each) and that it also revealed characteristics of the traditional educational system in place in Zuni.

a. Questionnaires and interviews referenced in number one, subpart c of Section C above were used to determine local schools coordination with the program from their viewpoint.

b. Staff questionnaires completed by all ZCEP staff asked a series of questions vis a' vis coordination of services. There were 16 respondents.

c. Interviews with the ZCEP staff, expecially with the program director and the counselors, outlined coordination of effort with other educational programs, with the local schools, and with other tribal programs.

5. ZCEP Staff, Documents, and Records

The coding and analysis of existing program records, statistics, and internal evaluation reports was useful in determining participant characteristics and academic achievement, in identifying program needs and in documenting program activities. Similiarly, staff questionnaires, interviews, and observations were used to gather the same kinds of information.

a. ZCEP Staff Interviews and Questionnaire

A universe of the 16 ZCEP staff responded to a five-part questionnaire seeking their perceptions of program design in the areas of curriculum content, instruction/instructional materials, recruitment, retention, and supportive services. In addition, each teaching staff member was observed at least once in the classroom and each staff member was interviewed.

b. Program Documents and Records

The following data maintained by the program were reviewed:

PROGRAM ACTIVITIES

Alternative Learning Program

*course listings: summer and school year
*class times and dates
*staff and student schedules
*enrollment and staff per course
*lesson plans
*course outlines

Cultural Awareness

*seminar content
*participant evaluation comments
*resources
*list of seminar participants

Career Awareness

*event content
*materials produced and used
*resources
*list of participants for each activity

Research and Documentation of Zuni History

*articles developed by tribal historians
*resources collected
*schedule of tribal historian's speaking engagements and classroom visits

Staff Development

*kinds and amount of training received
*number of staff trained

Staffing

*job descriptions
*staff resumes
*staff performance evaluations
*time and attendance reports

PROGRAM CHARACTERISTICS

*names of students, grade level, birthdate, parents, last school attended, or current school attending.

*listing of student advisors/advisees

*field trip records

*authority to transfer records

*individual student schedules

*courses completed/credits earned

*attendance records

*individual student reports

*grades earned

PROGRAM DOCUMENTS

*Program Proposal

*Program Semi-Annual Performance Report

*Program Publications

6. Verification Sources

It should be noted that all conclusions drawn and comments referenced in this evaluation report are of a composite nature and do not reflect solely on individual perception. All respondent comments were cross-checked with each other for validity and no source was relied upon exclusively for findings. No individual responses are reported here and all such individual responses will be held in strict confidence by the evaluator.

7. DATA Source Table

The following data source table has been prepared to identify the means by which information was collected for each specified program area as listed in Part B. Description of the Plan.

Program Area	Source
a. Validity of Program Objectives	o Cultural Awareness Activities Questionnaire o Local Decision-Makers Questionnaire o Public Schools' Staff Questionnaire o Parents' Questionnaire o Students' Questionnaire o Staff interviews
b. Compliance by Program with Appropriate Grantor Regulations	o Review of existing records o Compliance checklist
c. Program Environment	o Evaluator observations o Interviews
d. Program Services	o Review of existing records/reports o Semi-Annual Performance Report o Staff interviews o Participant Questionnaires (Cultural Awareness, Public School Staff, Students) o Review of materials produced.
e. Community Contact	o Decision-Makers Questionnaire o Parents Questionnaire o Student Questionnaire o Cultural Awareness Questionnaire o Public Schools' Staff Questionnaire o Staff Interviews o Review of existing records
f. Individual Participant Data	o Existing records o Student (other participant questionnaires) o Semi-Annual Performance Reports
g. Staffing Patterns and staff competencies	o Observations by evaluator o Review of job descriptions and staff qualifications o Review of work schedules o Staff questionnaire
h. Staff Development	o Review of records of staff training o Staff questionnaire
i. Perceptions of Program Design	o Staff questionnaire o Participant questionnaires: student, cultural awarenesss, and public school staff questionnaires. o Outline of courses o Scheduling of courses

It is believed that the data sources described herein provided information that is reasonably accurate and complete. Comparisons of some aspects of the program were not possible where pre-program data were unavailable or not collected. However, the effectiveness monitoring system allowed for a systematic inclusion of subjective observations as well as statistics the former often producing a more accurate and useful assessment of program impact than the other.

D. Potential for Evaluator Bias

Potential for evaluator bias is a reality in any evaluation and the likelihood that biases will be written into the final report is always high. In the case of the evaluation for the Zuni Cultural Education Program, it is important to acknowledge the following for consideration by the reader as he/she interprets the findings and recommendations in this report:

1. The evaluator had no previous detailed knowledge of specifics of the ZCEP components and/or its staff.
2. The evaluator at no time provided any technical assistance to the ZCEP.
3. The evaluator had not reviewed any ZCEP documents prior to accepting the job as evaluator.
4. The evaluator briefly resided in Zuni (some four months) and knew the ZCEP director as well as three other staff members. However, contact with these staff members was extremely limited since the evaluator was employed outside Zuni during this time, with primary professional interests in planning and adult education.
5. The evaluator did provide three two-day workshops for the Title IV Part C Adult education staff in home-based and consumer education early in the project year. The program specialist in USOE/OIE was notified of the evaluator's identity and did not report any objections.

Chapter III: Data Summary: ZCEP

A. Alternative Learning Program/Extra Credit Program

1. Enrollment Figures

TABLE I

First Quarter (Summer Session, 1978) ALP/Extra Credit	366
Second Quarter ALP Full-Time/Extra Credit	89
Third Quarter ALP Full-Time/Extra Credit	92
Fourth Quarter (Summer Session, 1978) ALP Full-Time/ Extra Credit	166

Enrollment figures for the first and fourth quarters are significantly higher since large numbers of high school students enroll as extra-credit students for the summer session--both for the regular classroom program and for the special learning classroom/field trip program. In fact, the majority of summer session students according to program records and staff are Zuni High School students. (The high school does not provide a summer program for the community.)

There was a substantial decrease in the number of students between the first and fourth quarters--both summer sessions. This drop in enrollment was due to (1) decreased staff size due to funding limitations and a subsequent decrease in number and kind of courses offered. There were four fewer teachers for the 1979 summer session and (2) fewer special studies classes with backpacking and/or other field experiences because of the high cost of gasoline and the gasoline shortages of the summer.

2. Participant Characteristics

a. Alternative Learning Program and Extra Credit Program Totals

The figures here are those reported only on students who earned credits during the program year since the ALP/Extra Credit Programs' records were more complete on those students who entered the programs and remained, particularly during the second and third quarters. Since few students in the ALP permanently leave that program, it is reasonable to assume that this data is fairly complete for the full-time ALP students, e.g. there are records of 79 full-time ALP students compared with a maximum enrollment of 92 for the ALP (during the third quarter). Summer session extra credit students, on the otherhand, may enroll, attend a short time, and leave for other summer activities or they may not complete enough work to earn credits for the more intensive summer school courses.

There were 178 ALP and Extra Credit students who earned credits transferred to their high school transcript during the past program year. Distribution of the students by age, sex, and grade levels can be seen in Table II.

TABLE II: Participant Characteristics

AGE, SEX, Grade Level, ALP/Extra Credit Totals

rade	Age: 11		Age: 12		Age: 13		Age: 14		Age: 15		Age: 16		Age: 17		Age: 18		Age: 19		Age: 20		Age: 21		Total
evel	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Per G
6	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
7	0	0	0	0	1	1	7	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	17
8	0	0	0	0	0	0	5	2	10	3	8	0	1	0	0	0	0	0	0	0	0	0	29
9	0	0	0	0	0	0	2	0	6	4	5	4	1	1	2	2	0	1	0	0	0	0	28
10	0	0	0	0	0	0	0	0	3	1	2	4	10	8	4	4	1	0	0	0	0	0	37
11	0	0	0	0	0	0	0	0	0	0	3	0	4	6	4	10	2	5	1	0	0	0	35
12	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	0	7	2	2	0	1	17
TALS	1	0	1	0	1	1	14	2	21	9	18	9	16	16	13	17	3	13	3	2	0	1	161

of missing observations = 17.

2 per cent (100) of all students earning credits via ALP/Extra Credit were males; 43.8 percent (78) were females. The
age (with 17 missing observations) was 16.5 years, with females older than males: females mean age = 17.5 vs males
age = 16.0. Students (again with 17 missing observations) were overage for grade level only by one to two years.

TABLE III: Mean Age by Grade Level

Grade Level	Mean Age
7	14.2 yrs
8	14.7 yrs
9	15.2 yrs
10	16.9 yrs
11	17.8 yrs
12	19.0 yrs

The mean grade level for all students was 9.3, with 73 per cent of all students in grades 9-12.

b. Alternative Learning Program Totals

TABLE IV: Participant Characteristics

Age and Grade Level ALP

Grade Level	Age: 14	Age: 15	Age: 16	Age: 17	Age: 18	Age: 19	Age: 20	Total
7	4	3	1					8
8	3	10	8	1				22
9	1	3	2	4	3	1		14
10	0	1	3	7	6	1	1	19
11	0	0	0	5	4	3	1	13
12	0	0	0	0	0	2	1	3
TOTALS	8	17	14	17	13	7	3	79

Valid cases = 79

Fifty-four or 68.4 per cent of the ALP full-time students earning credits were male. Twenty-five or 31.6 per cent were female. The mean age for ALP students was 16.5 years. ALP students, taken separately were also overage for their grade levels as Table V below shows.

TABLE V: Mean Age by Grade Levels

ALP Totals

Grade Level	Mean Age
7	14.6
8	15.3
9	16.5
10	17.3
11	18.0
12	19.3

Valid cases = 79

Student Questionnaire Totals

In addition to grade level, sex, and age data on the full-time ALP students, more detailed information concerning the students came from the student questionnaires, completed by 55 of the 79 full-time ALP students. Portions of that information provides additional insights into the attendance patterns and personal characteristics of the students which can be of value in both understanding student performance and planning program modifications.

TABLE VI: Employment Status of ALP Students

	Employed	Not Employed
Junior High (7-8)	0	16
Senior High (9-12)	15	24
Total	15	40

Valid cases = 55

Hours Per day in Classes

Senior high students spent a mean of 6.1 hours per day in classes at the ALP with junior high students spending 5.3 hours. Twenty-four of the 39 senior high students said they spent six or more hours per day at the ALP and six of the 16 junior high students spent six or more hours per day there (classes begin at 10 a.m. and continue until 9 p.m. in the evenings, with both ALP and extra-credit students coming in the evening).

Time Out-of-School

ALP students had been out of school for time spans ranging from three to 36 months prior to their enrolling in the alternative learning program. Junior high school students had been out-of-school an average of 7.3 months while senior high students had been out-of-school slightly longer -- 8.8 months. Only in three cases during the 1978-79 school year did students come directly from the high school to the ALP. Tables VII and VIII show the distribution of time in months that students spent out-of-school before re-entry into the educational system.

TABLE VII: Senior High Students: Time Out of School

onths	0	1	2	3	4	5	7	8	11	12	14	15	16	17	18	20	24	26	36	Total
o. of tudents	3	7	5	2	1	1	1	1	1	6	2	1	1	2	1	1	1	1	1	39

Valid cases = 39

Mean = 8.8 months

TABLE VIII: Junior High Students: Time Out of School

Months	1	2	3	6	7	9	12	14	24	28	Total
No. of Students	5	2	1	2	1	1	1	1	1	1	16

Valid cases = 16

Mean = 7.3 months

The sizable number of students from just among the 55 completing questionnaires--four in junior high and 17 in senior high school--who had been out of school for one year or more would certainly account for the students' being older for their grade level.

Length of Time in the ALP

The 55 students questioned during the third quarter of the program year were, for the most part, not new-comers to the Alternative Learning Program. Senior high students had been in the program, on the average, 16 months and junior high students had been enrolled an average of 13 months. Further, 19 of the 55 students had been enrolled in the program for two years or more.

TABLE IX

Length of Time in ALP: Junior and Senior High School Students

Months	3	4	5	6	8	9	10	12	14	15	16	18	21	22	24	28	36	Totals
No. of Students	4	1	7	4	2	3	1	5	2	1	1	3	1	1	14	1	4	55

c. Extra Credit Program Totals

TABLE X: Participant Characteristics

Age

Age	11	12	13	14	15	16	17	18	19	20	21
No. of Students	1	1	2	8	13	13	15	17	9	2	1

Mean = 16.5 years

Valid cases = 82; Missing cases = 17

TABLE XI: Participant Characteristics

Grade Level

Grade Level	6	7	8	9	10	11	12
No. of Students	2	5	7	14	18	22	14

Mean = 9.9 grade

Valid cases = 82; Missing cases = 17

The majority of the extra-credit students were senior high school level (85.3%) with only 14.7% as junior high students. There were 99 extra credit students who earned credits during the last program year. Forty-six of the 99 were male and 53 were female.

3. Courses Taught: Alternative Learning Program and Extra Credit

Courses taught for both the ALP and Extra Credit Programs are planned to satisfy New Mexico's course requirements for high school graduation. A core group of courses has been developed to include both required and elective courses. Course outlines were developed for each course prior to the beginning of a quarter by the instructor and submitted to the program's administrators for review. A summary of the number and kinds of courses taught for the Alternative Learning Program and the Extra Credit Program can be found in Table XII. A detailed list is attached in the appendix as Attachment A. (Twenty credits are required for graduation in New Mexico, and thirty-six quarter credits are required for seventh and eighth graders prior to entry in the ninth grade.)

TABLE XII: ZCEP
1978-79 School Year Courses

Part I

Junior High School Courses*

Course Category	No. of Courses
Language Arts	4 (one per quarter)
Social Studies	4 (one per quarter)
Math	4 (one per quarter)
Science	4 (one per quarter)
Physical Education	4 (one per quarter)
Reading-Tutoring	4 (Individualized tutoring each quarter as prescribed by reading specialist)

*Junior High students were also allowed to take elective courses (listed with the senior high courses) whenever their interest and/or skill level was appropriate.

Part II

Senior High School Courses

Graduation Requirements: Course Category by New Mexico's state law	No. of Courses	Course Title
Language Arts. Four Credits required	4	Language arts: (Grammar, writing and reading)
	3	Advanced English
	1	Creative writing
	2	Journals and Creative Expression
	4	Reading: Individualized
Math. Two credits required	4	Math I
	4	Math II
	2	Algebra
	1	Geometry
Social Studies. Two credits required including American History	3	American History
	1	Social Studies: Basic Skills
	2	Social Studies: World History
	2	Social Studies: Geography/culture
	3	Sociology
	2	Anthropology
	1	Social Studies: Zuni Past & Present
	1	Southwest Studies
	1	Native American Studies

Course Category	No. of Courses	Course Title
Science (with lab). one credit required	4	Biology
	2	General Science
	2	Ecology
Practical Arts. one credit required	4	Home Economics/Foods
	1	Home Economics/Sewing
	3	Typing
Physical Education. one credit required	4	Physical Education
Fine Arts. one credit required	4	Art (Two-three hour daily class meetings)
	4	Pottery
	3	Drama
	2	Guitar
Electives. Eight credits required	4	Journalism
	1	Zuni stories
	1	Zuni language
	3	Photography
	1	Health Education
	1	Survival Skills
	1	Dance and Exercise
	1	Comparative Studies: Zuni and Tlingit Indians

Part III

Combined Courses: Special Learning/Field Experiences*

Course Title	Subject Area for Credit	No. of Courses
Marine Biology and Parks Classroom and Field	Ecology Biology Language Arts Social Studies	1
Alpine Econolgy Classroom and Field	Ecology Physical Education	3
Sociology: Our Society, An Iowa Farm Anthropoloty: Plains Indian Culture P.E.: Swimming, canoeing, and water safety Language Arts: Journals and Creative Expression Classroom and Field	Sociology Language Arts Anthropology Physical Education Geography	2

Comparative Study. Tlingit and and Zuni Indians Classroom and Field	Language Arts Social Studies Home Economics Native American History	1
Southwest Studies: Southwestern tribal society, tribal government and southwestern environmental features	Social Studies Language Arts Science Physical Education	1

---

*All special Learning/Field Experiences courses are approved in advance by the Johnson O'Malley Advisory Committee, a group composed of both parents and high school students--the majority of whom are either Zuni High School students or parents of Zuni High School students. The funding source for these courses is Johnson O'Malley.

4. Student Credits/Grades Earned

a. Full Time ALP and Extra Credit Totals

175 full-time ALP and extra credit Zuni students earned high school and junior high school credits during the 1978-79 program year through the Zuni Cultural Education Program, with 24 students earning three or more credits during one year. Of this number, 13 earned four or more credits. Full-time ALP students earned more credits--as was reasonable to expect--than did extra credit students who generally attended only in the evenings and summers to supplement their courses at Zuni High School. The credits earned by each category of students are shown in Table XIII below.

Table XIII: ALP and Extra Credit Students

Total Credits Earned

Credits Earned	ALP Student	Extra-Credit Student	Row Totals
6-3/4	1	0	1
6-1/4	1	0	1
5	2	0	2
4-3/4	1	0	1
4-1/2	4	0	4
4-1/4	2	0	2
4	3	0	3
3-3/4	4	0	4
3-1/2	1	0	1
3-1/4	3	0	3
3	3	0	3
2-3/4	1	0	1
2-1/2	8	1	9
2-1/4	6	0	6
2	5	1	6
1-3/4	8	0	3
1-1/2	4	2	6
1-1/4	6	2	8
1	6	11	17
3/4	3	9	12
1/2	6	39	45
1/4	6	31	37
Column Totals	79	96	175

Number of missing observations = 3

As the prededing tables indicate, the majority (90 of 96) of the extra-credit students earning credits earned one or less credits during the year while the majority (45 of 79) of the ALP students earned two or more credits. (Any assessment of credits earned must take into account the fact that many students entering the program only needed one or two credits to meet graduation requirements.)

b. Student Grades/Credits Earned by Course

This section presents tables and sub-tables representing (1) courses taught, (2) number of students earning credits in each course, (3) frequency distribution of credits and grades earned, and (4) the mean credits and grades earned per course.* (Figures were not available on the number of students enrolling who failed to earn credits in a course.)

Table XIV: Alternative Learning Program Courses

Sub-Table A: Language Arts — 53 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	26	C-	2
1/2	18	C	11
3/4	6	C+	5
1	3	B-	6
Mean 1/2 credit		B	17
		B+	8
		A-	4
		A	6
		A+	1
		Mean Grade B	

---

*Mean credits--because many students only earn a fraction of a credit due to their transcript needs, the quality of their work, and/or their attendance and mean grades are rounded to the nearest highest fraction or grade.

Sub-Table B: Math I 23 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	11	C-	2
1/2	6	C	3
3/4	2	C+	3
1	3	B-	6
1-1/2	1	B	5
		B+	2
		A-	2

Mean 1/2 credit

Mean Grade B-

Sub-Table C: Math II 36 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	13	C-	1
1/2	10	C	3
3/4	7	C+	5
1	4	B-	3
1-1/4	2	B	12
		B+	10
		A	2

Mean 1/2 credit

Mean Grade B

Sub-Table D: Algebra 2 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	2	B-	2

Mean 1/4 credit

Mean Grade B-

Sub-Table E: Journalism 8 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	4	B	5
1/2	1	B+	1
3/4	1	A-	1
1	2	A+	1

Mean 1/2 credit

Mean Grade B

Sub-Table F: Drama

3 Students Earning Credits

Credits	No. Students
1/4	3

Mean 1/4 credit

Grades	No. Students
B	1
B+	1
A	1

Mean Grade B+

Sub-Table G: Art

33 Students Earning Credits

Credits	No. Students
1/4	4
1/2	5
3/4	13
1	9
1-1/2	1
2	1

Mean 3/4 credit

Grades	No. Students
C	5
C+	5
B-	1
B	13
B+	2
A-	1
A	10

Mean Grade B

Sub-Table H: Zuni Language

1 Student Earning Credits

Credits	No. Students
1/4	1

Mean 1/4 credit

Grades	No. Students
B+	1

Mean Grade B+

Sub-Table I: American History

6 Students Earning Credits

Credits	No. Students
1/4	3
1/2	3

Mean 3/8 credit

Grades	No. Students
C	1
B-	2
B	1
A-	1
A	1

Mean Grade B

Sub-Table J: Sociology 15 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	2	D	2
1/2	10	C	2
3/4	2	C+	1
1	1	B	7
		A	10

Mean 1/2 credit

Mean Grade B

Sub-Table K: Anthropology 24 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	11	C	7
1/2	12	B-	1
1	1	B	13
		A-	1
		A	2

Mean 2/5 credit

Mean Grade B

Sub-Table L: Native American Studies 8 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	6	C	1
1/2	2	B-	1
		B	4
		A	2

Mean 1/4 credit

Mean Grade B

Sub-Table M: Reading 19 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	15	C	10
1/2	4	C+	1
		B	2
		B+	1
		A-	1
		A	4

Mean 1/4 credit

Mean Grade B-

Sub-Table N: Biology 9 Students Earning Credits

Credits	No. Students
1/4	7
1/2	2

Mean 1/4 credit

Grades	No. Students
C	1
B	3
B+	3
A-	1
A+	1

Mean Grade B+

Sub-Table O: General Science 23 Students Earning Credits

Credits	No. Students
1/4	13
1/2	7
3/4	3

Mean 1/2 credit

Grades	No. Students
C-	2
C	4
C+	4
B-	1
B	7
B+	2
A-	3

Mean Grade B-

Sub-Table P: Ecology 11 Students Earning Credits

Credits	No. Students
1/4	9
1/2	2

Mean 1/4 credit

Grades	No. Students
C	4
C+	2
B	1
A-	2
A	2

Mean Grade B-

Sub-Table Q: Foods 7 Students Earning Credits

Credits	No. Students
1/4	2
1/2	4
3/4	1

Mean 1/2 credit

Grades	No. Students
A-	1
A	6

Mean Grade A

Sub-Table R: Sewing 3 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/2	3	B	1
Mean 1/2 credit		A-	1
		A	1
		Mean Grade A-	

Sub-Table S: Typing 3 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	1	C	1
1/2	2	C+	1
Mean 2/5 credit		B	1
		Mean Grade C+	

Sub-Table T: Photography 6 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	3	D	1
1/2	2	B-	1
3/4	1	B	1
		A	2
Mean 2/5 credit		A+	1
		Mean Grade B+	

Sub-Table U: Senior High Physical Education 20 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	15	C	1
1/2	6	B-	4
		B	8
Mean 1/4 credit		B+	2
		A	5
		A+	1
		Mean Grade B+	

Sub-Table V: Jr. High Physical Education — 20 Students Earning Credits

Credits	No. Students
1/4	11
1/2	9

Mean 2/5 credit

Grades	No. Students
C-	1
C	5
C+	3
B-	2
B	6
B+	2
A	1

Mean Grade B-

Sub-Table W: Home Economics — 6 Students Earning Credits

Credits	No. Students
1/4	3
1/2	2
3/4	1

Mean 2/5 credit

Grades	No. Students
C-	1
A-	2
A	3

Mean Grade A-

Sub-Table X: Health Education — 4 Students Earning Credits

Credits	No. Students
1/4	4

Mean 1/4 credit

Grades	No. Students
C	1
B+	1
A-	1
A	1

Mean Grade B+

Sub-Table Y: Social Studies — 59 Students Earning Credits

Credits	No. Students
1/4	28
1/2	22
3/4	5
1	4

Mean 1/2 credit

Grades	No. Students
C-	4
C	5
C+	6
B-	6
B	19
B+	1
A-	2
A	18

Mean Grade B

Table XV: Extra Credit Courses

Sub-Table A: Language Arts

3 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	1	B	2
1/2	1	B+	1
3/4	1		

Mean 1/2 credit

Mean Grade B

Sub-Table B: Math I

6 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	2	C-	1
1/2	1	B-	1
3/4	1	B	2
1	2	B+	1
		A-	1

Mean 3/4 credit

Mean Grade B

Sub-Table D: Math II

1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1/4	1	A-	1

Mean 1/4 credit

Mean Grade A-

Sub-Table D: Algebra

13 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	6	C-	3
1/2	3	C	1
3/4	4	C+	1
		B-	2
		B	6

Mean 1/2 credit

Mean Grade B-

Sub-Table E: Drama

3 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	3	B-	1
		A	2

Mean 1/4 credit

Mean Grade A-

Sub-Table F: Art — 16 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	4	B	3
1/2	5	B+	2
3/4	1	A-	5
1	5	A	6
2-1/4	1		

Mean Grade A-

Mean 3/4 credit

Sub-Table G: Zuni Language — 2 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	2	C-	1
		B	1

Mean 1/4 credit

Mean Grade C+

Sub-Table H: American History — 24 Students Earning Credits

Credits	No. Students	Grade	No. Students
1/4	7	C	2
1/2	17	C+	3
		B-	3
		B	6
		B+	1
		A-	4
		A	5

Mean 1/2 credit

Mean Grade B

Sub-Table I: Sociology — 4 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	4	B	4

Mean 1/4 credit

Mean Grade B

Sub-Table J: Anthropology — 1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1/2	1	C	1

Mean 1/2 credit

Mean Grade C

Sub-Table K: Native American Studies 1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1/2	1	A	1
Mean 1/2 credit		Mean Grade A	

Sub-Table L: Ecology 6 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	6	D	1
		C-	2
Mean 1/4 credit		B-	1
		B+	1
		A	1
		Mean Grade C+	

Sub-Table M: Typing 4 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	2	C	1
1/2	1	B-	1
1	1	B	1
Mean 1/2 credit		A	1
		Mean Grade B	

Sub-Table N: Photography 15 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	7	B-	1
1/2	5	B	2
3/4	2	B+	5
1	1	A-	4
Mean 1/2 credit		A	3
		Mean Grade B+	

Sub-Table O: Pottery 8 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/4	5	B-	1
1/2	2	B	1
1	1	B+	1
Mean 2/5 credit		A	5
		Mean Grade A-	

Sub-Table P: Shorthand — 1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1	1	B+	1

Mean 1 credit

Mean Grade B+

Sub-Table Q: Senior High Physical Education — 6 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/2	6	B	5
		A	1

Mean 1/2 credit

Mean Grade B

Sub-Table R: Junior High Physical Education — 1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1/2	1	B	1

Mean 1/2 credit

Mean Grade B

Sub-Table S: Social Studies — 2 Students Earning Credits

Credits	No. Students	Grades	No. Students
1/2	2	B	1
		A	1

Mean 1/2 credit

Mean Grade A-

Sub-Table T: Guitar — 1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1/4	1	10	1

Mean 1/4 credit

Mean Grade A

Sub-Table U: Geometry — 1 Student Earning Credits

Credits	No. Students	Grades	No. Students
1	1	B	1

Mean 1 credit

Mean Grade B

B. Cultural Awareness Component

Specific cultural awareness activities conducted during this past program year fall into these categories: Cultural Awareness seminars, school presentations, individual cultural counseling sessions, the provision of Zuni storytellers to schools/teachers, AIP tutoring and teaching assistance. In addition, the Cultural Awareness component assisted the historian's presentations.

1. Cultural Awareness Seminars

a. Multi-Lingual Multi-Cultural Orientation for New Teachers

August 24 and 25, 1978 (jointly sponsored by the Zuni Cultural Education Program and the Gallup-McKinley County Schools)

This orientation was for new teachers in the Zuni public schools. Teachers from nearby Ramah, NM were also invited to attend.

Orientation Contents

(1) Zuni Tribal Programs with representatives from each
(2) Zuni History and Culture
(3) Zuni Language Workshop
(4) Zuni Indian Education Committee
(5) Teachers' Panel: Teaching in Zuni
(6) Students' Panel: Attending School in Zuni
(7) Panel: Zuni Division of Education and Tribal Education Program
(8) Parents' Panel: The Education of our Children
(9) Films: The Zuni Way of Life
(10) Local Tours: Village of Zuni: Nutria and Outlying Areas; Ojo Caliente and Outlying Areas

Presenters: Representatives from tribal programs, ZCEP Cultural Awareness and Career Awareness coordinators, ZCEP historian, Zuni students, Zuni parents, Zuni Division of Education Director, and Zuni public schools' administrators and teachers.

Participants: Local Zuni schools' teachers, Zuni parents and students, Gallup-McKinley County School District personnel, and Zuni tribal programs' employees. Sixty-five attended.

b. Pre-Shalako Ceremony Seminar

October 19, 1978. This seminar was held prior to the Zuni Shalako Ceremony at the home of a Zuni community member, Ms. Daisy Hooee, who prepared a traditional meal for all participants.

Seminar Contents

(1) Zuni Religious Calendar
(2) Zuni Shalako Ceremony
(3) Rules of conduct for non-Zunis during Shalako ceremony
(4) Slides
(5) Parent/Teacher Discussion
(6) Zuni Redistricting Project
(7) Zuni Traditional Dinner

Presenters: The ZCEP historian, a representative from the Zuni Language Development Program, representatives from the Zuni School Redistricting Project, and parents.

Participants: Local teachers, their guests, and other non-Zunis. Forty-two attended.

c. Spring Cultural Awareness Seminar

March 5, 1979. Dowa Yalanne Elementary School. This seminar was held as a follow-up to previous sessions when requests for specific information were made and as a means to address questions raised by non-Zuni teachers during the school year. Dinner was prepared and served by the Zuni Senior Citizens Program.

Seminar Contents

(1) Zuni Language: Linguistic differences and problematic areas
(2) Zuni Culture: Zuni night dances and chronology of religious events
(3) Films: The Land of the Zuni and Community Work Hairwashing
(4) Discussion Groups: Parents, Teachers, and Community members/

Presenters: ZCEP historian, Zuni Language Development Program staff, parents, teachers, and community members.

Participants: Teachers from Zuni public and private schools, the Zuni Cultural Education Program, Pine Hill High School (Ramah Navajo) and the Zuni Child Services Development Program. Approximately 40 attended.

2. School Presentations/Individual Cultural Counseling/Zuni Storytellers/Historian

The Cultural Awareness component staff served during the past year as liaison between the schools and individuals requesting cultural education services from the ZCEP. The staff met regularly with principals of the local schools and with individual teachers and with other non-Zuni's employed in the Zuni community to answer questions and/or provide materials. Zuni elders who were willing to serve as storytellers in the elementary school classrooms were identified and referred to the schools. The historian also worked with the Cultural Awareness component in order to respond to requests for his services either in the classroom or with individuals.

3. Tribal Resources Directory

The Cultural Awareness staff began work on a tribal resources directory during this program year for distribution at the first teachers' orientation at the beginning of the 1979-80 school session.

4. ALP Assistance

Cultural ounselors from the Cultural Awareness component assisted the Alternative Learning Program via individual tutoring for ALP students and accompanying/assisting the students participating in special combined courses/field experiences.

C. Career Awareness Component

The Career Awareness component as operated by the Zuni Cultural Education Program, offered activities for both high school age students who were making their first career/educational choices and for older Zuni community members who were considering new careers, re-entry into the work market, or continuing education.

These career awareness activities occured during the program year.

1. Career Awareness Night

The ZCEP sponsored a career awareness night for the community, held November 16, 1978 in Zuni High School gynnasium. Twenty-eight representatives from tribal programs, financial aid agencies, universities, technical schools, the military, and training programs were present to provide information re application procedures, eligibility criteria, and courses of study/training available.

The schools/agencies represented were the University of New Mexico, Navajo Community College, Haskell Indian Junior College, Ft. Lewis College, East New Mexico University, Sandia Laboratories, The United States Marine Corps, Albuquerque Technical Vocational Institute, Zuni Higher Education/Scholarship, Zuni Employment Assistance Program, Navajo Scholarship Program, Navajo Employment Assistance Program, and the Zuni Personnel Office.

164 community members attended. Post-evaluation questionnaires were prepared by the Career Awareness staff and were completed by the participants.

2. College Visitations and Related Field Experiences

The ZCEP sponsored college visitation for high school students and other community members who are considering entry into colleges and/or technical schools. These experiences were necessary to compensate for Zuni's isolation from major metropolitan areas and institutions of higher education and for the lack of opportunities for Zuni residents to travel away from the Pueblo to visit such centers.

These field experiences and the number of participants are listed below:

a. New Mexico State University, Las Cruces, NM - 14 participants

b. Arizona State University and Phoenix College, Phoenix, NM - 10 participants

c. College of Santa Fe, Santa Fe, NM - 4 participants

d. Southwest Indian Polytechnic Institute (SIPI)
   Technical Vocational Institute (TVI)
   University of New Mexico
   Coronado Technical School
   Sandia Laboratories - all in Albuquerque, NM - 16 participants

e. New Mexico State University. (second visit) - 8 participants

f. Southwest Indian Polytechnic Institute and Albuquerque Indian School (second visit) - 16 participants

g. Native American Youth Career Conference, Denver, CO - 14 participants.

Some of the career awareness field experiences were coordinated with the Zuni CETA and YACC programs, with these programs contributing to travel expenses and sending their participants on the visits.

3. Administration of Career Inventories

Two career inventories, soliciting continuing education knowledge/plans and career choices, were given to high school students and to YACC participants.

4. Work in Progress

Work began on the following career awareness projects during this program year and is expected to be completed reasonably soon: (a) additional career awareness nights; (b) publication on preparing for college entry and the first year in college; and (c) mini-courses in job search, interviewing, preparing resumes and similar interest areas.

D. Research and Documentation of Zuni History

This program component, according to ZCEP documents, was planned to "provide a documentation of Zuni history, culture, and way of life." Almost all work in this component is either done or coordinated by Mr. Andrew Napetcha, the Zuni Tribal Historian.

1. Resource Collection/Validation

The Historian has collected a significant quantity of resource material concerning the Zuni people, other Indian people in the surrounding area, and the Southwest in general. The holdings range from highly scholarly writing to popular press publications and whose preparation dates extend from the earliest non-Indian contact with the Zuni people until the present. These documents are available to the community, to local schools, and to the ZCEP. Much of the historian's time has been spent conferring with religious leaders and tribal leaders and drawing on past recollections and oral traditions to document the validity of early writings about the Zuni people.

The Historian was a Fellow at Newberry Library's (Chicago) program for Tribal Historians where he had access to an extensive collection of Zuni-related documents, many of which were copied and brought back to Zuni. Included in this collection was an early description of the Pueblo written in Dutch which the Historian was able to have translated into English via cooperation from members of the Christian Reformed Mission community.

2. Writings

The work of the Historian has resulted in a number of articles, including these titles:

a. Traditional Zuni Law and Order Code
b. Zuni: Importance of Farming
c. Zuni Government: Update on Work Done by Wilfred Eriacho
d. Brief History of Zuni
e. Sha'la'Ka Ceremony
f. The Death of a Blackman
g. The Captive Priest of Halona
h. Zuni Religious Calendar Chronology
i. Old Zuni Ways and Life
j. Zuni Traditional Medicine
k. Language, Culture, and Traditions
l. Zuni Rules of Conduct for Religious Ceremonies

3. Consultant/Resource Services

The Historian was frequently relied upon by all tribal programs as a consultant/resource person to (1) meet with tribal visitors, with writers and film-makers who came to Zuni, and with new non-Zuni school and other agencies' employees to inform them of Zuni ways and history and to deter the continuation of inaccuracies and sterotyping in the perceptions of Zuni people held by many non-Zuni's; (2) assist the ZCEP cultural counselors with the cultural awareness seminars; and (3) speak to local school and ALP classes.

Representative work done by the Historian in these areas is listed here:

a. Meetings

Each month five-ten contacts with outsiders coming into the Pueblo for background informationwere routine, with more contact occuring in the summer. Some of the meetings were with

(1) medical students from Harvard School of Medicine who were in Zuni for training as staff members at the local Indian Health Service hospital (6 meetings).

(2) IHS employees and their families (2 meetings)

(3) Writers, photographers, and film-makers--several, including Canadian, European, and Scandanavian writers, were in Zuni and consulted the Historian periodically during the program year.

(4) Meeting with the archaeology team to discuss early settlement of Nutria.

(5) Meeting with Alcoholism Center staff

(6) Meeting with residents of Zuni Halfway House

(7) Meeting with private school administrator and staff

(8) Speaking to third graders touring the Zuni Learning Center

b. Cultural Awareness Seminars

The Historian prepared hand-outs and spoke at the three Cultural Awareness seminars held during the year.

c. Resource Speaker to Schools

School	No. of Lectures to Classes and General Topics
St. Anthony's	2 (Zuni Culture and Zuni Ways)
Zuni High School	24 (Zuni Culture, Zuni History, Use of Native Plants in Food and Medicine)
Dowa Yallane Elementary School	7 (Zuni Culture and Zuni Ways)
Zuni Elementary School	2 (Zuni Culture and Zuni Ways)
Alternative Learning Program	11 (Zuni Ways, Zuni History, Science-related topics, and interpreting legends told by a tribal elder to ALP students)

E. Staffing: Patterns, Qualifications, and Training

1. Patterns

The Zuni Cultural Education Program had 14 full-time staff members and 9 part-time staff members to perform the functions of all program components. Funding for these positions came not only from the USOE/OIE Title IV Part B grant award but also from Johnson-O'Malley funds and from the Tribe's CETA program. (Staff turn-over during the year was minimal, with the resignation of one full-time and two part-time staff members and the hiring of one full-time and one part-time staff member.)

Staff members all performed multiple functions within the program. A list of positions and the number and names of each person filling the positions follows:

Position		Number and Name	
Project Director:	Zuni Cultural Education Program	1	Hayes A. Lewis. (The project director is also Director of the Zuni Division of Education and teaches part-time in the ALP. His work includes grant applications and report preparation as well as coordination of Zuni tribal educational activities/programs.)
Office Manager:	Zuni Cultural Education Program	1	Lavina Romancito. Ms Romancito assists in teaching some classes and also substitutes when teachers are unable to be in class.
a. Alternative Learning Program			
Director of Curriculum and Instruction		1	Ralph Casebolt. (The director of Curriculum and Instruction has assumed this position in addition to his responsibilities as Education Coordinator/Division of Education. He teaches part-time for the ALP and teaches university extension courses in Zuni.)
Counselor		1	Joe Dishta. (The counselor also coordinates the First Offendors' Program.)
Teaching Staff:	Full-Time	6	Bob Adams. Math--All levels Drama
			Linda Belarde. Language Arts Journalism Junior High Block Social Studies
			Paz Jacobs. Biology General Science Ecology Home Economics Health Education
			Alex Seotewa. Drawing Watercolor Painting
			Nancy Sharp. Reading Special Education Language Arts Junior High Block
			Lee Simplicio. Junior/Senior High Physical Education Dance and Exercise

Teaching Staff: Part-Time	2	Ralph Casebolt.	Sociology Social Studies
		Hayes Lewis.	Social Studies Native American Studies Basic Skills
Teaching Assistants		Steve Kostelecky.	Full-Time
		Gerald Seotewa.	Part-Time

b. Extra-Credit Program

Teaching Staff: All Part-Time	6	Mary Beahm.	Photography Fine Arts
		Jennie Loate.	Traditional Pottery
		John Beahm.	Math
		Cathy Medford.	Math
		Willard Zunie.	P.E. Swimming
		Roman Santos.	American History World History Social Studies
		Scott Vander Molen.	American History

c. Cultural Awareness/Career Awareness

Cultural/Career Counselors	2	Bryceson Pinto
		Vinton Zunie

d. Research and Documentation of Zuni History

Zuni Tribal Historian	1	Andrew Napetcha

2. Qualifications

The Zuni Cultural Education Program set as one of its objectives having "certified instructors, preferably Zunis familiar with Zuni language and cultural background." Since this objective is primarily related to the Alternative Learning Program, the names, teaching credentials, and educational backgrounds for each instructor listed below were provided as documentation of compliance with this objective:

a. Alternative Learning Program

Full-Time Instructors/ALP

(1)	Bob Adams.	Certified Teacher. New Mexico, Nebraska and New Jersey. Doane College. Crete, Nebraska B.A. Math and Speech Dramatics University of Iowa. Iowa City, Iowa. Completed two years of a three-year Master of Fine Arts Program.
(2)	Linda Belarde (Tlingit)	Certified Teacher. New Mexico and Alaska. Harvard University Harvard Graduate School of Education Cambridge, MA Certificate of Advanced Study. Learning Environments University of Washington Seattle, WA M.Ed., Special Education B.A., Speech and Hearing Therapy
(3)	Paz Jacobs (Filipino)	Certified Teacher. New Mexico and California San Francisco State University San Francisco, CA B.A. Home Economics and Biological Science Work completed toward M.A. degree in Child Development and Family Relations
(4)	Alex Seotewa (Zuni)	Classes taught accredited by Zuni High School/Gallup-McKinley County School District based on Mr. Seotewa's expertise and work in his field.
(5)	Nancy Sharp	Certified Teacher. New Mexico University of Colorado Boulder, CO B.A. Speech Pathology and Audiology University of New Mexico Reading and General Education Courses
(6)	Lee Simplicio (Zuni)	Classes taught accredited by Zuni High School/Gallup-McKinley County School District based on prior knowledge and experience Institute of American Indian Art Santa Fe. NM Two years' study

Part-Time Instructors/ALP

(1) Ralph Casebolt	Certified Teacher. New Mexico University of Northern Colorado Greeley, CO Ed.D. Curriculum and Instruction Foundations of Education Minority Group Education University of Northern Colorado Greeley, CO A.M. Psychology and Counseling University of Chicago Chicago, Ill. B.D. Religion and Personality Development Studies Heidelburg College Tiffin, Ohio A.B. Philosophy
(2) Hayes A. Lewis (Zuni)	Certified Teacher. New Mexico Harvard University Harvard Graduate School of Education Cambridge, MA Ed.M. Education Administration Fort Lewis College Durango, CO B.A. Humanities

Teaching Assistants/ALP

Steve Kostelecky (Full-time)	Both were selected because of their previous experience and training.
Gerald Seotewa (Part-time)	

In addition to providing documentation of the qualifications for the ALP staff (above), credentials for the other program components were also available for review.

b. Cultural Awareness/Career Awareness

(1) Bryceson Pinto (Zuni)	Stanford University Stanford, CA Completed three years' English and education studies Darthmonth College Hanover, NH Summer Program
(2) Vinton Zunie (Zuni)	University of Albuquerque Albuquerque, NM One year's study: Physical Education and Outdoor Recreation Western New Mexico University One year's study: Physical Education and Outdoor Recreation

c. Extra-Credit Program

All teachers working in the extra-credit program were Zuni High School teachers (with the exception of Scott who is a teacher at Christian Reform Mission School) and as such were assumed to meet New Mexico state certification requirements. (Two of the 7 extra-credit teachers were Zuni.)

d. Research and Documentation of Zuni History

The Zuni Tribal Historian's knowledge of Zuni language, access to Zuni sources of information vis a' vis the past, research and writing skills, and training as a Fellow by the Newberry Library's Tribal Historian's Program qualify him to research, document and report Zuni history (as set out in the ZCEP's objective) from "the Zuni perspective."

e. Administrative and Other Program Staff

Program Director and Director of Curriculum and Instruction

The Program Director and Director of the Division of Education, Hayes Lewis, and the Director of Curriculum and Instruction and Education Coordination/Division of Education, Ralph Casebolt, hold advanced degrees in their field. (See above Part 2. Section a. Alternative Learning Program. Part-time instructors.)

Counselor

Joe Dishta (Zuni)	University of New Mexico. (Gallup Branch) Gallup, NM One year. Studies in Counseling and Education Highlands University Three years. Studies in social work, philosophy, and business administration

Office Manager

Lavina Romancito (Zuni)	University of New Mexico (Gallup Branch) Gallup, NM Began coursework in degree program American Indian Management Institute Albuquerque, NM Certification in Office Management and [illegible]

BEST COPY AVAILABLE

Zuni High School
Zuni, NM
Completed office occupations course
of study

3. Training

Staff members participated in the following training during the program year.

a. Program Planning/Oreintation Session

Sunrise, AZ 12 staff members

b. Teacher Orientation

(Held in August and October) 6 staff members

c. Student/Family Counseling

(Training held in Zuni by family therapy professionals for First Offendor Program facilitators.)

d. University of New Mexico On-Site Education Courses

6 staff members

e. University of New Mexico/Gallup Branch

Gallup, NM

College Courses 2 staff members

f. Secretarial Training

2 staff members

Chapter IV: Detailed Data Summary for Selected Quarter

Meetings with the ZCEP staff, in the evaluation's early stages, identified specific concerns vis a' vis the Alternative Learning Program, e.g. student attendance patterns, grades earned, class size, attendance grade correlation and student attitudes/perceptions. To respond to these informational requests, one of the four quarters--the third--was chosen for more detailed observation and reporting. Several reasons prompted this selection:

(1) The full-time ALP student enrollment was greater than in other quarters. (It should be noted that, while the summer quarter had much higher enrollment figures, these students were largely Zuni High School students enrolling for a summer program unlike the full-time ALP students who had left the public schools and who relied upon the ALP for the completion of their high school education.)

(2) The number of students remaining in classes throughout the quarter--whether or not they performed well enough to earn credits--was greater in this quarter.

(3) Class scheduling was modified for this quarter so that a number of classes, especially those focusing on basic academic skills' development, were held each day, five days per week. Previously, most classes had been scheduled to meet two or three times per week for longer times.

(4) Most site visits by the evaluator were made during the third quarter.

(5) All classroom observation of the ALP was made by the evaluator during the third quarter.

(6) Students attitudinal questionnaires were completed during the third quarter.

(7) ALP student records were more comprehensive for this quarter due to the implementation of a new attendance record-keeping system, thereby providing a greater mass of information for examination.

This chapter presents data on student demographic characteristics, student attendance by class, grades earned distribution by class, credits earned distribution, and correlations between grades earned and attendance.

A. Student Characteristics

Ninety-two students initially enrolled for the third quarter, with 77 students completing this quarter. Of these 77, fifty-one were male and 26 were female. Twenty-nine were junior high and 48 were senior high. All were ALP full-time students. Sixty-seven of the 77 completing the quarter earned credits, with 34 earning one or more credits during the the quarter. The mean credit earned during the quarter was slightly over 3/4 credit. Credits earned, age, and grade level distributions for this quarter are shown in Tables XVI, XVII and XVIII.

Table XVI: Third Quarter Credits Earned Distribution

No. Credits	0	1/4	1/2	3/4	1	1-1/4	1-1/2	1-3/4	2	2-1/2	2-3/4	3
No. Students	10	9	15	9	14	10	2	4	1	1	1	1

Table XVII: Third Quarter ALP Age Distribution

Age	14	15	16	17	18	19	20
No. Students	8	14	16	16	11	6	3

Mean Age 16.5 years Valid Cases 74 Missing Cases 3

Table XVIII: Third Quarter ALP Grade Distribution

Grade	7	8	9	10	11	12
No. Students	7	22	12	19	11	3

Mean Grade Level 9.1 Valid Cases 74 Missing Cases 3

B. Third Quarter Courses, Attendance Patterns, and Grades/Credits Earned

This section will provide, by course, the following information: (1) name of course; (2) number students completing the course; (3) number course sessions held; (4) mean sessions attended per course; (5) mean grade and credit earned per course; and (6) attendance, grade, and credit distribution per course.

Table XIX: Third Quarter Course Totals and Means

rse	No. Students Completing Quarter	No. Students Earning Credits	Percentage* of Total Earning Credits	No. Sessions Held	Sessions Attended	Percentage* of Total Sessions Attended	Mean Grade Earned	Mean Credits Earned
uage Arts/ ding	23	17	74%	30	15.6	52%	B	1/2
High Math	23	20	87%	33	23.2	70%	B-	1/4
High Math	39	24	61%	39	17.1	44%	B	1/4
High ence	29	20	69%	19	10.3	54%	B-	1/4
logy	13	7	54%	13	8.9	68%	B+	1/4
logy	5	4	80%	15	12.6	84%	B+	1/4
High P.E.	23	15	65%	14	9.0	64%	B+	1/4
High P.E.	29	17	59%	14	8.5	61%	B	1/4
e Coping lls	21	18	86%	21	13.1	62%	B+	1/4
ial Studies	15	11	73%	15	7.2	48%	B	1/4
ive American dies	4	4	100%	8	7.0	88%	B-	1/4
rnalism	10	9	90%	13	9.5	73%	B+	1/2
	24	20	83%	24	20.3	85%	B	1/4
ma	4	2	50%	18	10.2	57%	B+	1/4
ds	8	7	88%	19	14.8	78%	A-	1/2
. Math	4	4	100%	18	15.0	83%	A-	3/4

---

ll percentages rounded to next highest whole number.

BEST COPY AVAILABLE

Table XX
Attendance, Grade Earned, and Credit Earned Distribution

Sub-Table A Language Arts/Reading

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
3	1	C	4	1/4	9
4	2	C+	3	1/2	7
6	1	B-	2	3/4	1
8	1	B	1		
9	1	B+	1		
10	1	A-	3		
14	3	A	3		
15	3				
16	2				
18	1				
19	1				
20	3				
22	1				
24	1				
29	2				

Sub-Table B Junior High Math

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
10	1	C-	3	1/4	17
15	1	C	3	1/2	2
16	1	B-	6	1	
18	2	B	6		
20	1	B+	1		
21	3				
23	1				
24	5				
25	1				
27	1				
28	2				
29	1				
30	1				
32	2				

Sub-Table C Senior High Math

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
4	1	C-	1	1/4	18
5	2	C	3	1/2	6
6	2	C+	2		
7	1	B-	3		
8	3	B	8		
11	2	B+	6		
12	1	A	1		
13	1				
14	2				
15	3				
16	1				
17	1				
19	1				
20	1				
21	2				
23	1				
24	1				
25	5				
26	4				
28	1				
30	1				

Sub-Table D Junior High Science

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
1	1	C-	1	1/4	20
2	1	C	4		
4	2	C+	4		
5	1	B-	3		
6	1	B	2		
8	3	B+	4		
9	4	A-	2		
10	2				
11	2				
12	4				
13	1				
14	2				
16	2				
18	3				

Sub-Table E Biology

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
3	2	C	1	1/4	7
4	1	B	1		
5	2	B+	3		
8	1	A-	1		
9	1	A+	1		
10	1				
12	1				
14	3				
15	1				

Sub-Table F Ecology

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
11	2	C	1	1/4	4
12	1	A-	1		
14	1	A	2		
15	1				

Sub-Table G Junior High Physical Education

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
1	1	C-	1	1/4	15
4	2	C	5		
5	2	C+	3		
6	1	B	4		
7	2	B+	2		
8	2				
10	2				
11	4				
12	4				
13	2				
14	1				

Sub-Table H Senior High Physical Education

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
2	2	C-	1	1/4	15
6	4	C	2	1/2	
7	3	B-	4		
8	5	B	5		
9	5	B+	2		
10	2	A	3		
11	6				
13	1				
14	1				

Sub-Table I Life Coping Skills

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
7	2	B-	2	1/4	14
8	1	B	6	1/2	4
9	1	B+	1		
10	1	A	9		
11	2				
12	2				
14	3				
15	4				
16	1				
17	1				
18	3				

Sub-Table J Social Studies

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
1	1	C	5	1/4	8
2	1	B	2	1/2	3
3	1	B+	1		
4	1	A	3		
5	1				
7	3				
9	1				
10	2				
11	4				

Sub-Table K Native American Studies

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
7	4	C	2	1/4	4
		B	1		
		A	1		

Sub-Table L Journalism

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
3	1	B	7	1/4	6
5	1	A-	1	1/2	1
8	1	A	1	1	2
10	2				
11	3				
13	2				

Sub-Table M Art

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
5	1	C	4	1/4	17
6	1	C+	3	1/2	2
10	1	B-	1	1	
12	1	B	6		
13	1	B+	2		
14	2	A	4		
15	1				
17	1				
18	2				
21	1				
22	3				
23	1				
25	1				
26	2				
30	1				
31	2				
34	2				

Sub-Table N Drama

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
5	2	B	1	1/4	2
15	1	B+	1		
16	1				

Sub-Table O Foods

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
6	1	C-	1	1/4	3
10	1	A-	2	1/2	4
15	2	A	4		
16	1				
19	3				

Sub-Table P Advanced Math

Sessions Attended	No. of Students	Grade Earned	No. of Students	Credits Earned	No. of Students
12	1	B+	3	1/2	3
14	1	A			
16	1				
18	1				

C. Third Quarter Attendance/Grades Earned Correlation

A positive correlation between number of class sessions attended and grades earned by students was indicated in most third quarter courses. It should be noted here that the more subjective factors of student effort, quality and quantity of work, and degree of improvement were also considered by ALP teachers in assigning grades and should be considered in determining the significance of the attendance/grade correlations. Further, there is the general practice of teachers' giving higher grades to students who attend regularly especially if there is a fairly high absenteeism rate among students. (No evidence was found at the ALP to indicate that this tendency was actively followed.) The ALP does, however, require that its students attend a minimum of 30 hours for each one-quarter credit earned, whether or not other requirements are met.

Course	Pearson Product-Moment Correlation Coefficient	Level of Significance*
Language Arts	.3524	P = .083 (slight positive)
Junior High Math	.4225	P = .036 (strong positive)
Senior High Math	.7020	P = .000 (very strong positive)
Junior High Science	.1416	P = .276 (none)
Biology	.5678	P = .092 (slight positive)

---

* P equalling .01 or less indicates a very strong positive correlation; .05 to .01 shows a strong positive correlation; and .10 to .05 shows slight positive correlation.

Course	Correlation Coefficient	Level of Significance
Ecology	.6992	P = .150 (none)
Junior High Physical Ed.	.1897	P = .249 (none)
Senior High Physical Ed.	.4605	P = .031 (strong positive)
Life Coping Skills	.5511	P = .009 (very strong positive)
Social Studies	.7539	P = .004 (very strong positive)
Native American Studies	9.0000	P = _____ (none)
Journalism	.3505	P = .178 (none)
Art	.3923	P = .044 (strong positive)
Drama	- 1.0000	P = ____ (none)
Foods	.8955	P = .003 (very strong positive)
Advanced Math	.7746	P = .113 (none)

Chapter V

Findings and Recommendations

The findings reported in this section will not only address the Zuni Cultural Education Program from the perspective of its proposed objectives to the US Office of Education/Office of Indian Education but will also provide indicators of program effectiveness which while growing out of the program's operations were not necessarily anticipated as results. These findings, reported in a largely narrative style, are based on the information and available statistics reported from the various sources outlined in the Methodology Section. While the statistical summary alone was helpful in reaching certain conclusions, it was not relied upon as the sole indicator of the total quality and multi-faceted aspects of this program. Indeed, these numbers--credits earned, attendance, grades earned, demographic figures--are only abstractions from complex and changing realities and thus, to a degree, could not and do not always accurately represent the situation they were planned to describe.

The recommendations, also made in this section, are, frankly, made not in the sense that they are focusing on program deficiencies and program problems but are rather written in the sense of suggesting refinements to an already sound educational program.

This section is divided into subsections, with each setting out findings and recommendations. Subsection A provides a summary look at total program operations, including compliance issues. The remaining subsections report separately on each program component.

A. Total Program Operations: Zuni Cultural Education Program

The overwhelming impression of the Zuni Cultural Education Program is one of excellence in staffing, in participant response, in administrative procedures, and in a sound educational philosophy which understands how learning happens. Further, the program included in its parts the economic, cultural, social, and political dimensions necessary for educational programs which are humanistic and supportive of long-term community development. The role of the program as one of contributing to Zuni community development was found to be consistent with the intent of the Zuni Tribal Government, a body which specified education as one of the vehicles by which tribal goals would be attained. This program was reported already to be making developmental contributions in these written comments from a member of the local governing body in response to a question inquiring about the impact of the ZCEP on the community:

> We've just scratched the surface in all educational programs that exist within the Zuni Learning Center, but already and in all areas, there is evidence of positive results for the good which indicate tremendous potential for better success. By benefitting the participants, (we will have) more and better informed, educated and trained members of the community. A new outlook, a new hope has taken place in the hearts and minds of many who are participating, who have done so, and will participate if we can continue (operating) where there was no program of this kind and frustration existed. (Emphasis added.)

Overall, the conclusion reached vis a' vis the Zuni Cultural Education Program is that Zuni has used its resources creatively and conservatively. In so doing, the Pueblo has achieved a maximum of educational and community services delivered for a minimum of dollars expended through a program which was successful not only in addressing recognized and symptomatic problems but also unrecognized and underlying problems.

To be sure, critical statements about one or another aspect of the program were made during the course of the evaluation. Some were found to be legitimate and others were found to be simply based on misinformation. (To some degree, criticisms of the program stemmed from different perceptions--held by both Zuni and non-Zuni people living and/or working in Zuni and/or associated with the ZCEP--as to what the function and purpose of the ZCEP and, more broadly, what the function and purpose for Zuni children and young people should be, questions that are not properly those of this evaluation.) When criticisms or concerns were raised, efforts were made by the evaluator to substantiate the validity of the claims by raising the issues with other respondents, reviewing records, and examining any relevant documents. Concerns about the program raised by respondents and any findings connected with them are duly reported throughout this section.

It should be noted, however, that whether or not the respondents were friendly/unfriendly to or skeptical/believing in the ZCEP, all sources recognized the necessity for and the benefits of the program to the Zuni community.

Finally, mention should be made of the state-wide and national recognition of ZCEP received during its program year. Within New Mexico, the State Department of Education's Accreditation Team praised the program as a community's successful effort to provide equal educational opportunity to all its members by supplementing the existing public school program with previously unavailable educational services.[10] The program has been featured as an exemplary educational project in national and regional education journals;[11] the program director and staff members have been asked to national conferences to describe the program.

A. Total Program Operations: Findings and Recommendations

Findings

1. Grantor Guidelines' Compliance

The Zuni Cultural Education Program accomplished its objectives as proposed to the US Office of Education/Office of Indian Education in the Pueblo of Zuni's application for funding as a Title IV, Part B grantee. All proposed activities to accomplish the proposed objectives were conducted, adetermination made by matching the proposed activities with the actual program activities.

The program was found to be in compliance with the legislation, regulations, policies and special conditions determined for the grant. The compliance requirements checked and the verification sources are listed below:

Table XXI Program Compliance Checklist

COMPLIANCE REQUIREMENT	VERIFIED YES	VERIFIED NO	VERIFICATION SOURCE
1. The grantee is an:			The grantee is the Pueblo of Zuni, a Federally-Recognized Indian Tribe.
(a) ___LEA (b) non-LEA			
(c) x Tribal Organization	x		
(d) ___Indian controlled org.			
2. Grantee has records of project activities as specified in grant application	X		Review by evaluator of all project records, including personnel.
3. The grantee has established methods of administration both fiscally and educationally.	X		Review by evaluator of administrative records. Review of financial statements, procurement system, and inventory system.
4. Activities are meeting the special educational needs of Indian people.	X		Comparison of written Zuni educational needs statements and statements of need taken by evaluation respondents with actual program activities.

COMPLIANCE REQUIREMENT	VERIFIED YES	VERIFIED NO	COMPLIANCE SOURCE
5. Grantee has established procedures for measuring educational achievement.	X		Review of student progress reports, student grades (both APL and Extra-Credit), APL test scores, teacher-made tests, and checklists designed to measure student achievement.
6. Grantee utilizes the talents and resources of the Indian community for increasing the educational opportunities of the participants.	X		Observation of classes; Records of activities; Responses on questionnaires; Interviews with respondents.
7. Grantee provided the opportunity for community input in planning the project.	X		Records of early (pre-program year) community educational planning meetings; minutes of parent committee meetings; review of correspondence (public notices sent to community.)
8. Grantee has a repository of documentation concerning program functions.	X		Review of all program records, including self-evaluations completed.
9. Provision exists for disseminating bilingual proceedings where necessary.	X		Verification of Zuni-speaking staff and frequent home visits by some staff.
10. Community was involved in needs assessment and priority determination.	X		See Nos. 4 and 7 above.
11. Procedures exist for on-going assessment of needs.			Verification of these procedures in place: two planning sessions of one week per program year to review all areas of program responsibility; student and parent assessment through questionnaire at least once per program year;
12. The grantee is retaining receipts and expenditure records related to the grant.	X		Review of records.
13. Fiscal and Program Reports are available and used by Project Director for planning purposes.	X		Program reports were prepared and submitted on time. Financial statements were provided by the tribal central finance office, although the program reported some delays in receiving monthly financial reports. Financial reports were available for the preparation of semi-annual and annual financial status reports.

COMPLIANCE REQUIREMENT	VERIFIED YES	VERIFIED NO	COMPLIANCE SOURCE
14. Support for project activities exists within the central administrative structure.	X		Interviews with administrative staff and observations of work assignments by some in connection with the program.
15. An in-service training plan has been developed and is being followed by the grantee.	X		Staff questionnaires; staff interviews; and administrative records' review.
16. Indian preference plans have been developed for employment.	X		Pueblo of Zuni's personnel office follows a program of Indian preference in hiring.
17. A plan exists for coordinating activities with complementary programs.	X		Review of grant application; review of program correspondence; questionnaires and interviews.
18. Provisions have been made for program evaluation	X		Internal evaluation file kept by all program components; external evaluator on site several times during program year; external evaluation file maintained.
19. Special conditions for the grant are being met.	N/A	N/A	No special conditions imposed.
20. Recruitment efforts are on-going.	X		Observations or recruitment activities during the year; review of program documents; questionnaires and interviews.
21. Job descriptions and resumes are on record.	X		Reviewed individual personnel folders containing job descriptions, resumes, time and attendance records, performance evaluations, personnel actions and pay receipts.

2. Administration/Staffing

This sub-part will report on overall ZCEP administration and staffing, including provisions for staff training. Because of its range of activities and staff size, the Alternative Learning Program will be separately discussed vis a' vis administration in sub-section B.

* * *

Based upon all evidence gathered--evaluation observation, review of record-keeping system and records, questionnaires, and interviews--the administration of the Zuni Cultural Education Program can be characterized as sound and accountable. Some of the specific findings (in addition to those shown in Table XXI) leading to this conclusion are included here to support areas of greatest and least administrative capabilities and staff strengths:

> Three groups of respondents--program staff parents of participants, and Zuni Tribal Council members--were asked to rank the ZCEP's management using a scale of 3 = very good, 2 = satisfactory, and 1 = unsatisfactory. The mean rank for all three was 2.6 with each respondent group's showing as follows: ZCEP staff mean = 2.8, parent mean = 2.5, and Zuni Tribal Council mean = 2.6. Only one of the 42 respondents in this group indicated that program management was unsatisfactory.
>
> Administrators and some teachers from the public and private schools in Zuni were asked to rate the program's effectiveness in meeting its objectives. The mean percentage of effectiveness was 78%, with no respondent rating the program at less than 60% effective in meeting its objectives.
>
> ZCEP staff members were asked to mark a series of statements pertaining to the program's administration according to their disagreement, agreement, or neutrality with the statement. The percentages of responses for each statement follow.

Statement	Percentage of Responses		
	Disagree	Neutral	Agree
a. Most staff meetings I attend are worthwhile.	0	18.8	81.2
b. Administrative paperwork in the program is burdensome.	6.2	56.3	37.5
c. I am required to do too much work outside my field of primary responsibility.	81.2	12.5	6.2
d. My superior shows favoritism.	81.2	18.8	0
e. The administration seems to be willing to give careful consideration to staff ideas and suggestions.	0	25.0	75.0

Statement	Percentage of Responses		
	Disagree	Neutral	Agree
f. The staff is informed of program changes and told why they occur.	12.5	25.0	62.5
g. All staff members carry their share of the work.	0	36.2	68.8
h. Decisions made by the administration are fair and equitable.	0	18.7	81.3
i. The work of staff specialists and supportive staff is well-coordinated with the work of the teachers.	0	25.0	75.0
j. I'm rarely told whether or not I'm doing good work.	33.3	40.0	26.7

Two of the items above suggest areas for examination--b. and j. In item b, almost 40 per cent of the staff felt that administrative paperwork was burdensome and over 50 per cent were neutral. Since most responses were so strongly positive, the response to this item called attention to itself. Questioning staff members showed that the objection to paperwork grew primarily out of their own heavy work load which left little time for planning and reporting. Item j, however, tapped a universal concern among the staff which was repeatedly brought up in interviews: a lack of feedback from the administration on how well/how poorly they were doing their jobs. Staff members were clearly not looking for compliments on their work quality but merely for indicators of the administration's perceptions of their effectiveness/ineffectiveness. The staff overall can be said to have a heightened awareness of the importance of doing their job well. Frustrations appear when they have few measures of the quality of their work. To provide this kind of feedback on a regular basis requires a great deal of administrative time to both observe staff at work and to discuss that same work with them. Generally, in situations such as that within the ZCEP, when the staff is well-qualified and experienced, and when there is a great deal of administrative work to be done, there will be little administrative feedback as a matter of economy: time is limited; administrative work is demanding; and, the staff is doing its job. Certainly in this program this was found to be the case.

* * *

Records' maintenance for all components of the program is very good with most records kept in categories relevant to a program evaluation. All routine administrative records are kept (as indicated in Table XXI) in a central program file, systematically kept up-to-date and readily accessible by the administrative assistant.

In addition to its administrative records, the ZCEP frequently conducts internal evaluations of selected program activities and records the results of these. Records kept for internal evaluative purposes include:

(1) quarterly evaluations of courses and teachers by students (ALP)

(2) student records: grade reports, progress reports, attendance reports, and high school transcripts

(3) home-visits log

(4) vehicle use and maintenance logs

(5) self-evaluation forms completed after each cultural awareness seminar and each career awareness event

(6) career interest inventories

(7) Zuni tribal history documents

(8) performance evaluations of all staff

(9) records of all staff meetings and all student meetings with staff.

Other internal monitoring procedures include parent committee review of program reports, student council meetings with staff (ALP), staff planning sessions, and informal staff conversations.

* * *

A more detailed orientation to (1) long range program goals and the coordination of program components, (2) tribal operations and tribal policies, and

(3) work expectations would be welcomed by the staff. Almost all staff members, including Zuni community members, said that despite a very good cultural awareness orientation, they had not received enough information initially to explain the program's purposes and the functions of each component. Several said that they had spent a great deal of time 'just asking around' about program activities and others reported that they entered employment without clearly understanding how they would fit into the program. For non-Indian staff, the special legal status and powers of a tribal government and the myriad federal agency and program relationships which constitute the program's frame of reference pose new and unfamiliar concepts to be learned. For all program staff, some confusion existed vis a' vis tribal personnel policies, the relationship of the program to other tribal programs, and the relationship of the program to local schools.

* * *

Questions as to the understanding of program goals were not limited to the ZCEP staff. Responses to interview questions asked during the evaluation suggested that some local school officials, parents, program staff and participants and local decision makers did not have a clear understanding of program goals. In some cases, answers to questions were of such inconsistency that a large informational gap was obvious. ZCEP staff, parents of program participants, and Zuni Tribal Council members were asked to evaluate the understanding of program goals by the staff, the community, and the participants. Their answers, given on percentage of responses, follow.

		Percentage of Response			
Statement	Respondent Group	Very Good = 3	Satis- factory = 2	Unsatis- factory = 1	Mean
1. Clearly understood program goals by staff	ZCEP staff	60%	40%	0	2.6
	Parents	36%	64%	0	2.4
	Zuni Tribal Council	80%	20%	0	2.8
Clearly understood program goals by community	ZCEP staff	20%	53%	21%	1.9
	Parents	7%	71%	22%	2.1
	Zuni Tribal Council		No Response	----------	----------
Clearly understood program goals by participants	ZCEP staff	33%	67%	0	2.3
	Parents	21%	79%	0	2.2
	Zuni Tribal Council	60%	40%	0	2.6

* * *

The ZCEP pursued a policy of Indian preference in hiring as well as a policy of hiring qualified, experienced staff. All teachers have completed coursework beyond a bachelor's degree, with some staff holding the doctorate, master's, and certificate of advanced study (beyond the master's level) diplomas. (See earlier chapter outlinning staff qualifications.) Staff members were selected following interviews with the program's administrative staff, with its staff, and with student representatives. The result is a competent staff with a committment to the provision of quality educational services delivered in a non-threatening, culturally consistent setting.

The average age for the ZCEP staff falls into the 25-34 years-old category and the staff is almost evenly male and female. Staff turn-over has been fairly limited with the average time on staff for each person at 20 months. Five have been on staff for well over two years. (This is, in fact, a very high staying-period for staff when one considers that Zuni High School and, to a lesser degree, the elementary schools in Zuni, may have one-third to one-half its teaching staff change each school year.)

* * *

A review of program activities and staff available to conduct same showed that almost all program personnel, particularly the administrative and teaching staffs, had work overloads probably 30-50 per cent of the time. It was not uncommon for some staff to work days, evenings, and weekends. Further, since the program operated year round, the blocks of time normally available in summers for planning and staff training did not exist.

A similar review of salary scales indicated that salaries were too low to compensate program personnel sufficiently considering (1) the work demands on all staff and administrators, (2) the cost-of-living in Zuni, (3) the isolation of the work site and the accompanying extra expenses, and (4) the education and experience of the staff. Salaries paid were often not comparable with those of the public schools in and around Zuni and were not comparable with salaries paid in similar settings for similar work around the country. Further, benefits were seriously limited.

Both these deficiencies--staffing shortages and salary scales--are a function of the program's limited funding base and its provision of so many educational services. Neither situation is likely to improve (since demands for services are growing and funding is remaining at a fairly constant level) unless additional funds can be secured via new grant awards--which would increase work responsibility--or unless the tribal government elects to contribute tribal funds to the maintenance of the program.

Under these circumstances and even more so with the escalating costs of gasoline and heating fuel, staff recruitment and retention will likely become a greater problem for the ZCEP. The program is fortunate to have kept its staff intact as long as it has.

* * *

Despite the factors of hours, salaries, and isolation, job satisfaction was reported at quite high levels by the staff. Finety-four per cent of the staff strongly agreed that they enjoyed their jobs, with only one respondent indicating neutral feelings. Fifty-six per cent disagreed strongly with the statement, "If there were another job available, I would take it," and 34 per cent responded with neutral feelings. Over 60 per cent of the staff said they believed they'd "continue working in the program for a long time." Only one staff member disagreed.

* * *

Staff development in terms of personal growth and professional competence was seen by all respondents as significant during the program. The staff appears to have steadily grown in self-confidence, the ability to deal with problems, and the willingness to assume leadership. Zuni tribal members have moved into educational decision-making positions during the duration of the program. In fact, 94 per cent of the staff felt that their work provided them with ample opportunity for growth and development.

Although all staff members said they had received specific training for their work in the ZCEP through on-the-job experiences, specific workshops, conferences, and college coursework, they generally agreed that more training was needed and desired. Half the staff felt the training provided by the program to be adequate. The remainder were either neutral or disagreed, and nearly 70 per cent stated that they needed some new ideas about how to do a better job.

Most staff training was provided in the areas of Zuni comprehensive educational needs, Zuni culture and Zuni ways, and human relationships. Almost all staff members also attended college classes on their own time either for graduate or under graduate credit and relating to their work, e.g. reading development. Coursework was available at Zuni from the University of New Mexico's Indian Teacher Training Project, from the New Mexico Rural Teacher Center located at Zuni (to serve the surrounding area), or from the University of New Mexico branch in Gallup. Some staff members also received counseling/family therapy training under the auspices of the First Offendor program. Staff training needs according to staff ranking of interest appear to be greatest in (1) work-specific areas, (2) orientation to the tribal system and its programs and services, and (3) interpersonal communication skills.

3. Community/Participant Benefits and Relationships

The operation of the Zuni Cultural Education Program resulted in long-term benefits for the Zuni community at large and for program participants and their families specifically:

- The drop-out rate, through the operation of the Alternative Learning and Extra Credit Programs, has decreased by several percentage points.
- A heightened awareness of the necessity for and value of education and increased involvement of Zuni people in local educational decision-making has occured.
- Young people who have been out-of-school, unemployed, and sometimes troubled have continued and/or completed their education through the services of this program.
- Program participants serve to raise educational consciousness among other community members through their demonstration that learning is possible and that the acquisition of education can be a positive individual experience. This student satisfaction has attracted additional family members and friends to the educational opportunities of the ZCEP.
- Many Zuni young people--through the field learning experiences--have been able to leave Zuni to see other parts of the country, thereby gaining perspectives on their own lives and relating their in-class learning to the real world that the books, films, and articles represent. For most students, this has been their first and only opportunity to travel beyond the confines of the Zuni/Albuquerque area and for most it has certainly been a first and only opportunity to see and learn first-hand from a geography and culture outside the Southwest.

- Through the Cultural Awareness program, non-Zuni teachers and, to some degree, other non-Zuni's working in the community have had access to reliable sources of information regarding the Zuni community. This education for non-Zuni's is expected to result in improved teacher-school-community relationships, more productive learning experiences, greater sensitivity in educational and health programming, and greater satisfaction with their jobs on the part of non-Zuni's.

- A summer studies program is available for the community through the ZCEP. This is the only summer educational program for high school students.

- The degree of juvenile vandalism and alcohol and drug-related problems is believed to be diminished by the presence of the ZCEP which provides activities and outlets for young people who would otherwise simply be 'wandering at loose ends.' (This assertion was frequently made by all groups of respondents: staff, students, parents, local school administrators and counselors, tribal council members.)

- Students attending the ALP on work-study are able to contribute part of their income to family needs.

- Progress has been made in opening the Zuni Learning Center to the community. Some tribal council members have visited; students from the public schools come in the afternoon and evenings for art and extra-credit classes; adults come for evening college or office occupations courses; and, adults who aren't students or parents of students come when something appeals to them: special presentations or events; meetings with other cultural groups traveling through; career awareness night; cultural awareness seminars.

* * *

While a great deal of progress has been made in increased community contact, the degree of actual parent involvement with the ZCEP remained fairly low--although not lower than that of parent involvement with the high school. ZCEP staff ranked parent involvement as low and in need of improvement. Interestingly, though, local school administrators who were interviewed observed that, while parents were not very active, that the ZCEP staff had made extraordinary efforts to inform parents of the program. The low level of direct involvement was most frequently attributed to (1) the historic pattern of excluding parents from educational decision-making, e.g. all school policy decisions for the public schools are made by a central administration nearly 40 miles away with no Zuni input and operating schools along lines that gave little consideration to community preferences; (2)

the necessity for almost round-the-clock work by many Zuni parents to earn an income through jewelry-making; and (3) the community's general lack of specific knowledge about the program.

Despite the lack of active involvement (frequent visits to the program and similar indicators) parents of both ALP and Extra Credit students acknowledged satisfaction with the program. In fact, the tone of their written responses to inquiries on the questionnaire were those of adults who have seen a new approach to education and have liked what they saw: when asked "who would complain of the loss of services if this program were closed?" Almost all parents questioned answered that "the parents of students" would complain; others said, "Students who had had a hard time learning." "Parents would complain because their children like the school and are learning something." "Parents whose children enjoy the school." "Students who enjoy the school and trips." "Anyone who cared about a new school in the village--an alternative to the other schools."

The same parents were also asked "Who would be glad to see the program closed?" Several parents felt that community members who had already completed high school would be glad to see the program end "because they have already finished what they wanted." Other answers to this question by parents were:

> "Students in high school."
>
> "No one."
>
> "No one with any sense or who has children who won't go to the other school."
>
> "Probably some of the people in the high school would be glad since their funding depends on numbers attending this school."
>
> "People who do not know about the Learning Center and the advantages of learning."
>
> "Nobody because we need these services."
>
> "I would hope no one because we the parents all want our children to finish high school."

4. Resource Coordination

Broad-based cooperative relationships with tribal programs and local schools for resource sharing and program activities' coordination were established by the Zuni Cultural Education Program.

* * *

Within the tribal structure, the ZCEP staff worked closely with the tribal manpower, social services, recreation, and economic development programs and the tribal judicial system to coordinate services delivery and establish new programs. For example, a large number of CETA work-study students attended ALP high school classes; YACC participants were given career inventory checklists by the career awareness staff; tribal/IHS health professionals received cultural orientation on an on-going basis from the Tribal Historian and the Cultural Awareness seminars; CETA participants visited colleges and vocational training schools through arrangements made by the ZCEP while CETA paid for travel costs. CETA participants were placed as staff members in the ZCEP and received training under its auspices. The First Offendors Program exists largely due to the coordination of the resources of several tribal programs and the sharing of staff as facilitators and coordinators. Similiarly, the Johnson O'Malley Program, with the support and consent of its parent committee, provide resources for the staff and the special summer activities of the ZCEP. Staff training, in the form of college coursework, was available through the tribal Higher Education Program and through All Indian Pueblo Council's Teacher Training Program. (These classes were also available to teachers and teacher aides in the local public and private schools working on degrees or simply updating their skills.)

These cooperative relationships led to the development of new programs now providing jobs and services in Zuni as the ZCEP staff often voluntarily wrote proposals for not only programs in the education division but in other service areas as well e.g. the Zuni radio station and the First Offendors Program. There is, however, little recognition and/or knowledge of that contribution within the tribal structure or the community.

* * *

Generally, the ZCEP enjoyed a cooperative relationship with other educational agencies in Zuni in addition to the tribal education programs. This sub-part will focus on the program's relationship with the four elementary schools and the high school since so many of the program's activities involve Zuni students attending these schools or staff from the schools.

School administrators and program records confirmed that the ZCEP staff had been conscientious in its contact with the schools. Both the program director and other designated program staff made personal contact with each school's administration to inform them of the program's services and to establish details for coordination of activities. Regularly scheduled principals' meetings with the ZCEP representatives were held during the year. (School administrators were also found to be extensively involved during the planning and early operation stages of the ZCEP and opportunities for that involvement continue through the principals' meetings.) Brochures, letters, and other printed announcements were used, too, to inform schools of program activities and to invite participation.

These school administrators repeatedly described the ZCEP staff as "professional in dealing with the schools and in overall attitude and work strategies." One respondent noted that the staff was "a major strength of the program" and was one which "functioned as well or better than any I have previously seen in similar programs--both Indian and non-Indian." The administrators also observed that significant improvements came with each year of the ZCEP's operations as the staff was able to eliminate start-up problems and stabilize operations.

The public and private elementary schools' staff reported generally favorable impressions of the ZCEP with the administrators of these schools saying that the teachers used the ZCEP staff "because they were dependable, They showed up when they were expected and they provided the services requested." The cultural awareness and Zuni tribal history components were especially acclaimed for their success with both students and teachers. They were considered to be needed, valued, and welcomed resources. (Specific comments as to the individual component's strengths and weaknesses are described in subsequent sub-sections of this report.) In fact, several teachers using the storytellers and the historian in their classes felt that students were more responsive to instruction following Zuni storytelling activities.

According to the elementary school principals, approximately 75 per cent of the teachers had used ZCEP services. In most cases, with the elementary schools, the teachers had the option of directly contacting ZCEP or of having the principal request services for them.

* * *

Difficulties in coordinating the Zuni Cultural Education Program and in establishing cooperative arrangements with local schools occured almost exclusively with Zuni High School and, further, occured almost exclusively in connection with the Alternative Learning Program. The frequent and inconsistent references to the relationship of the high school to the Zuni Cultural Education Program and specifically to the Alternative Learning Program were repeated, troubling ones throughout the evaluation. Through interviews, questionnaires, and informal conversations with the respondent groups--Tribal Council, parents, high school and elementary school administrators, students, and ZCEP staff--it appears that the high school held a most paradoxical viewpoint of the ZCEP: on the one hand, the high school took the position that the ZCEP/ALP was excellent because it was an educational program that could (1) reach out to students whose needs hadn't been met in public schools; (2) provide an individualized approach to curriculum and instruction; (3) offer more staff involvement with students; and (4) provide excellent field trips. These characteristics, by any standards, describe an ideal educational setting for any student. Yet, the same respondents who praised the ZCEP/ALP precisely because it offered such comprehensive educational services, continued by saying that "good" students should not leave the high school for the ZCEP/ALP! This stance--taken by all high school respondents--is a puzzling one: Any parent or student, when given a choice of small classes, a varied curriculum, and special instructional attention can reasonably be assumed to choose that over a school which is overcrowded, has a high student-teacher ratio, and limited curriculum offerings. This contention that the ALP was only for students who couldn't "adjust to a big, formal school setting," completely failed to recognize the legitimacy of any student's preferring the educational benefits of a smaller setting.

There were persistent suggestions from the high school that the ZCEP/ALP was less than a school, that students attending there were universally troubled ones, and that teachers were not 'qualified' by New Mexico certification standards. Yet, despite these criticisms, Zuni High School continued to accredit courses and continued to refer students to both the Alternative Learning and the Extra Credit Programs. Ironically, too, at the same time that these allegations were being made, the New Mexico State Department of Education's Accrediting Commission (see note 11.) was praising the program.

In other instances, high school personnel stated that they objected to the ZCEP/ALP's trying "to be like a public school," with a specific objection to the ALP's having a Student Council and graduation ceremonies, a comment which carries with it the implication that students attending the Alternative Learning program must be denied the usual amenities of secondary education and must be labled as different for having left the high school.

Interestingly, the same kinds of criticism coming from the high school of the ZCEP/ALP sometimes appeared in conversations with some other respondents and on some questionnaires. An attempt was made to determine the validity of the criticisms of the ZCEP/ALP by the high school and by some respondents through more detailed questioning, observation, and record review. In so doing, most of those voicing criticisms acknowledged that they (1) had not visited the ZCEP/ALP other than for perhaps a cursory look or for a special event or had never visited at all; (2) had never visited classes for first-hand observations; (3) had only limited knowledge of the program; and (4) acquired most of the information they had through word-of-mouth.

Clearly, the ZCEP/ALP faced a challenge from the beginning from the high school which made cooperation and coordination of effort difficult: the principals' meetings sponsored by the ZCEP were only infrequently attended by the high school principal or representative; high school teachers--unlike elementary teachers--rarely attended the cultural awareness seminars; the high school, by labeling ALP students as less capable than other students, failed to recognize Zuni students' previous negative and frustrating school experiences. As long as the high school did not participate in ZCEP planning and activities, real coordination of resources and exchange of ideas which would have genuinely benefitted all Zuni students could not and did not occur.

RECOMMENDATIONS: TOTAL PROGRAM OPERATIONS

The suggestions made here are based on overall evaluation findings and are directed toward total program operations. (Other suggestions which relate specifically to each of the program parts--Alternative Learning, Extra Credit, Cultural Awareness, Career Awareness, and Zuni History and Documentation--are made in separate sub-sections.) It should be noted, too, that while some of the recommended changes set out here could be fairly easily implemented, others might not be practical or possible: their appropriateness to the Zuni Cultural Education Program will simply have to be determined locally by the program administration and program staff. The recommendations follow:

1. The Zuni Cultural Education Program, based on its operating experience and the information gathered during the past three years, may consider reassessing the objectives and activities of each program component with the goal of insuring that (1) the objectives are consistent with the identified community needs and program operating capacity; (2) consensus exists between staff and service population on the program objectives; and (3) the program activities will, in fact, lead to the achievement of the objectives.

   Such a reassessment would serve to prevent fragmentation among program activities, to provide a common focal point for all ZCEP staff to work from, and to compare current community educational needs with those of three years ago.

2. Continuing and comprehensive community education is needed to (1) clarify the ZCEP's role as an educational agency within Zuni; (2) inform the community-at-large of the program's activities and operating policies; and (3) involve more parents in the program.

   As the findings indicated, the program has, undeservedly, experienced some negative side effects due to a lack of understanding of program goals. (This phenomena is not at all uncommon in communities when new educational programs open as an alternative or a supplement to the local schools.) Consequently, the community generally and parents specifically need to be aware of what is being done at the ZCEP. Respondents were asked, during the evaluation, to suggest some formal mechanisms which might work in Zuni for community education. The two most frequently mentioned were home-visits by the program staff not only made to homes of students but also house-to-house visits made to simply inform the community of the program and small group parent meetings held at the Learning Center. It was felt that these meetings, arranged by home-visits and offering transportation and light refreshments, could draw parents into the Learning Center to learn about the ZCEP. Both home visits and parent meetings are time-consuming but they could result in greater understanding of the ZCEP by adult members of the Zuni community. Respondents also suggested the preparation of a brochure or flyer and a radio tape which describe the activities of the ZCEP and explain how the program works. The brochures/ flyers should be mailed to every household in Zuni and the tape played on the local radio station at intervals throughout the program year.

Other community education techniques which might be effective for the ZCEP are those of (1) a more active parent policy board (suggested by several parents); (2) presentations by staff and student participants in Zuni community meetings; (3) more frequent visits to the high school by ZCEP staff to speak to classes, to student assemblies, and to faculty meetings; (4) open house for the local school faculties at the Zuni Learning Center; and (5) special sessions at the Learning Center for the Zuni Tribal Council to observe classes, ask questions, and meet program participants.

3. The program may consider reallocating staff resources to alleviate some of the staffing shortages and staff overload being felt by the Alternative Learning Program e.g. Cultural Awareness and Career Awareness staff could be used in the ALP classrooms to instruct on a regular basis, thereby freeing the ALP staff for planning time and providing special and needed instruction in the ALP classrooms.

4. Program personnel holding administrative/supervisory positions may consider establishing the practice of regularly providing feedback to staff on the quality of their work. Almost unanimously, all program staff felt that they received few if any indicators on how well or how poorly they were doing their jobs. Although personnel evaluations are conducted, it would perhaps be helpful to the staff if some time were available to confer with the program administrators on a more frequent, informal basis.

5. Current efforts to acquire additional space for the program should continue and probably receive even greater priority. Everyone concerned with the ZCEP--staff, students, parents, and Tribal Council members--found the space to be a serious problem. Classrooms were overcrowded; adequate space was not available to hold all classes; no privacy exists for any staff, with more privacy needed for consultations with the program director, counselor, and other staff (Both staff and students indicated unease at discussing student and personal issues in the openness of an office which often has four to six people present.); little if any privacy exists for the program director and the tribal historian for writing, planning or consultation; and, the career and cultural awareness staff share a classroom/office with the Zuni Adult Education and Office Occupations Program.

   The location of the existing program site is quite good: it is isolated from the distractions of other tribal programs and tribal administrative activities and adequate parking and outdoor activity space exists. Ideally, the program could benefit from an additional structure at the present building or a new, tribally-constructed building that offers the same advantages in terms of location but which is large enough to house the classrooms for the Alternative Learning Program and the Extra Credit Program as well as all programs/staff now in the Zuni Learning Center.

6. It is recommended that staff orientation be expanded to focus on the 'systems' in place at Zuni e.g. tribal personnel policies, tribal government structure, tribal programs and their relationship to the ZCEP and funding processes. In addition, all staff--even after having been employed for more than one or two years--expressed a need for orientation which clarified program goals and program background, explained each program within the Zuni Division of Education, and set out work expectations for new staff. (Staff orientation, however, to Zuni Culture was felt to be adequate.)

7. The program director, who is also director of the Zuni Division of Education may consider delegating some of the routine administrative tasks to other staff members within the program so that more time will be available for planning, writing, and consulting with staff, community, and tribal administration. Such a transfer is needed to alleviate the work overload which currently places unreasonable time demands on the program director, and such a transfer will mean that other ZCEP staff must be willing to assume more responsibility for program activities.

8. The ZCEP may consider implementing an agressive staff recruitment plan which sends job announcements out early both within and without Zuni when vacancies are anticipated. It was generally felt by the ZCEP staff

that hiring of new staff should proceed carefully, with each potential staff member being made fully aware of what was expected of him/her, of what the program goals were, and of what to expect of living in Zuni. Further, it was felt that a concerted effort should be made within Zuni to employ Zuni community members (who might be non-degreed) and to provide comprehensive career development opportunities leading to a degree for them. When recruitment outside Zuni is necessary, good possibilities for locating staff experienced in similar educational programs are tribal schools, Indian alternative schools, and universities which have Indian teacher training programs.

9. Whenever funding levels permit, salary increases for all ZCEP staff commensurate with their previous work experience, educational levels, and job requirements should be considered.

10. It is recommended that a formal mechanism be instituted for insuring that all ZCEP staff are informed of planned activities, of changes-of-plans, and of new program policies--even if the method is so basic as a memo sent to all staff to be read and signed in acknowledgement. This procedure appears to be needed since staff are often working at such varied assignments that they may not receive important messages.

11. Separate staff meetings for the ALP staff were requested since the concerns of the ALP were not necessarily those of the other ZCEP staff and since more meeting time was needed to discuss the special concerns within the ALP. It appears that two staff meetings per week would be appropriate now within this program: one would be held for Alternative Learning Program planning and a second would be held for the entire staff so that each component could report and so that joint planning could occur.

12. It is recommended that the necessity of record-keeping be discussed with the staff, with attention given to the necessity of recording evidence of (1) effectiveness of instruction (2) positive participant change, and (3) amount and kind of services provided. It is also recommended that all program reporting requirements be periodically reviewed to eliminate any unnecessary, duplicative work and to insure that all necessary records are being kept.

13. The accomplishments of the Zuni Cultural Education Program are significant in the scope and quality; and, because Zuni has already established the kind of educational program which many communities are just beginning, Indian education in general could benefit from sharing the experiences of the Zuni program. Therefore, it is recommended that a dissemination effort be undertaken to share approaches and materials developed under the auspices of the ZCEP. This could be accomplished via ZCEP staff attendance and presentations at national and regional educational conferences, mail-outs, reports submitted to ERIC, and site visits to other Indian communities.

B. Alternative Learning Program

FINDINGS

1. Learning Environment

The most compelling finding of the entire evaluation was the frequency with which students, parents, and some Zuni Tribal Council members used the words 'kind,' 'nice,' 'good,' and 'patient' in reference to the Alternative Learning Program and the word 'mean' in references to the high school. Since it is decidedly unusual to encounter such a constant repetition of the same theme in a program evaluation, it became important to determine what, precisely, these words meant in the context of this evaluation. Based on open-ended responses to questionnaires and on answers to questions raised in personal interviews, it appears that harsh, blunt, or abrupt physical or verbal actions are interpreted as 'mean' or 'unkind.' It also appears that teachers who ignore students when they request assistance or who dismiss students' requests for information as unimportant are felt to be unkind by some Zuni students and their parents. "Good' or 'kind' when applied to teachers was said to suggest that teachers would spend time explaining what the books meant. Specifically, the ALP teachers were described as being 'kind' to students--that is, the ALP teachers would 'smile, talk kindly, and assist students when they asked for help.' Parents also felt that school was 'good' when their children would come home and tell them (the parents) what they (the children) were learning. 'Good' teachers were also described as those who would not humiliate children by verbally haranguing them for not having done work, for failing to understand explanations, or for absences. Indeed the sensitivity of students and many parents to the treatment accorded them by educational institutions was at times overwhelming in its simplicity and frankness.

> ALP students, when asked to describe the best aspects of the program, repeatedly cited the absence of 'mean' or 'unkind' people and the presence of helpful, 'nice' people as the most important

quality of the ALP. Thirty of 55 students questioned referenced kind, nice people as their verbatim statements show:

1. Teachers are not mean.
2. People do not call you names.
3. People do not look at you mean.
4. Nice people are here.
5. The teachers are nice.
6. The people are nice to be with.
7. The teachers are not mean. They help and teach more.
8. I understand what the teachers are saying.
9. The teachers are nice to us. (Emphasis added.)
10. There are a lot of nice people.
11. It is friendly.
12. They are not mean here. (Emphasis added.)
13. The people are nice--staff and students.
14. The teachers are ready to teach us.
15. We get along with everybody.
16. Nobody calling names like the high school.
17. Teachers are kind. (Emphasis added.)
18. I like the teachers.
19. They help me get along with my family problems.
20. Teachers are helpful in giving me help in something I don't understand.
21. Everybody is nice.
22. The teachers help you when you need help.
23. Conversation with the teachers.
24. Nobody calls you names about how you dress.
25. Nobody staring at you.
26. Everybody is nice and understanding.
27. No mean people.
28. Teachers are good.
29. Teachers care about us.
30. Teachers are not mean to us. (Emphasis added.)

Similiarly, when ALP students were asked, "Are your parents glad you're at the ALP? Why or Why not?", the comments once again focused on the absence of 'mean' teachers and 'name-calling.' Some of the comments written were these:

1. Yes, because they do not call names.
2. Yes, because the teachers want me to learn more.
3. Yes, because I don't like high school. I only like the Learning Center because it is good. (Emphasis added.)
4. Yes, because they (parents) do not want us at the high school. There is too much name calling.
5. Yes, because they are not mean. (Emphasis added.)
6. Yes, they didn't like how the high school ran the school or how the teachers gave work and their attitude about their students. (Emphasis added.)
7. Yes, because the teachers are nice and the school is fun to work in.
8. Yes, they help you if you are failing and try to help you out.

One can only conclude then that personal interactions between students and teachers profoundly influence attitudes in Zuni toward education and, further, that such interactions--when they are harsh and insensitive--can and do result in alientation from the schools. The available evidence shows that the Alternative Learning Program staff are able to reach students who are frustrated by and fearful of schools and who have been intimidated by teachers as well as by the school system. These individuals have offered, through a non-threatening learning environment, kindness and understanding of students' personal dilemmas and they have offered meaningful learning based on experiences rooted in the environment, culture, and goals of the Zuni student.

(It is noteworthy that the comments made and the perceptions inherent in each by Zuni young people and adults are consistent with those expressed by other Pueblo children and adults about non-Indian teacher behavior and conventional education as recorded by Robert Coles, writing in Children of Crisis, Vol. IV. Part Five. Boston: Little, Brown and Co., 1977.)

* * *

This absence of 'mean' and 'unkind' people and the presence of friendly, supportive teachers have attracted Zuni young people who were out of school back into an educational program. Clearly, both parent and student responses show that an essential element in retaining students and influencing learning is the establishment of strong trust relationships between Zuni students and their teachers. Teaching staff are, in fact, chosen on the basis of their potential ability to establish good working relationships with Zuni students; to encourage students to respect themselves, their parents, each other, and the Zuni community, and to promote positive self-images among the ALP students, (ALP students interview teaching applicants). And, ALP staff responses to questions indicate that the teachers, teaching assistants and counselor nuture the rapport between themselves and the students that facilitate learning:

ALP staff were asked to rank eight items according to their importance to them (the staff). These rankings universally placed the students as the most important element in their work. Place rankings for other items in the list were fellow staff members (2nd); teaching materials (3rd); classroom contents (4th); program supervisor (5th); administrative duties (6th); and pay for work (7th).

Almost 85 per cent of the staff felt that they had really positive working relationships with the students and approximately 70 per cent of the staff felt that students and staff cooperated well with each other. ALP students, similiarly, reported a positive learning relationship with their teachers. Seventy per cent of senior high students and fifty per cent of junior high students said they could always see their teachers after school for extra help and only five per cent of all students said that they could not see the teacher after school. Seventy-five per cent of all students felt that grading in the classes was fair and 75 per cent also strongly agreed that a 'happy, friendly feeling' existed between students and staff. None disagreed. Most of the students also felt that the teachers worked well together, with few if any disagreements arising among staff members.

* * *

As one would normally expect, some factors detracted from the quality of the ALP's learning environment. The most frequently mentioned detractor, by staff, tribal council, and students, was lack of classroom space. Only 30 per cent of students felt there was always enough space for the classes and special projects. Forty per cent said there was never enough space and the remaining 30 per cent said there was only sometimes enough space. The staff agreed with the students' observations on lack of space and classroom observations confirmed that classes were crowded and that little space existed for offices. Students complained of lack of private space to confer with the counselor or with teachers.

Students and staff also noted (and observations again verified) that, while the Zuni Learning Center was crowded that there generally were adequate books and supplies for work. The primary exception here was in the science classes where there was a shortage of some equipment and a lack of space and supplies for some kinds of science instruction. The business education classes were also in need of additional typewriters and more office machines so that more students can be accomodated in classes.

Contrary to the commonly expressed opinion (by high school personnel and a few tribal council members) that ALP students could not function in a 'disciplined environment,' it was found that Alternative Learning Program students do not favor a school climate which permits unlimited freedom from academic and personal discipline. They found noise and scheduling deficiencies to be detractors from learning. Students indicated that they were very conscious of scheduling and organizational deficiencies and that they, for the large part, greatly valued structure and order within the ALP. The responses from students reported below are worthy of note by the ALP staff in planning and conducting classes.

Questions	Percentage Responses		
	Yes	Sometimes	No
1. Are the classes on time?	38%	53%	9%
2. Do you always know where to go for classes?	67%	25%	8%
3. Do you always know what the teachers want you to do?	56%	40%	4%
4. Do the teachers require you to complete work on time?	40%	49%	11%
5. Do some students get favors from some teachers?	24%	30%	46%

The 'sometimes' and 'no' answers in questions 1-4 above and the 'yes' and 'sometimes' answers to number 5 suggest that the ALP re-examine class organization, scheduling, and work requirements to determine if modifications are needed to address the perceptions expressed above.

ALP students were also cognizant of the need for order and attention to the teacher in their learning environment: students were asked, in an open-ended item, whether or not anything made them angry about their classes. Ten of 16 junior high students and 21 of 39 senior high students responded.

* Nine of the 10 junior high students noted noisy students as the most frequent offender in their classes. One student, however, wrote that he became angry when he couldn't "do work that is good."
* Fourteen of 31 senior high students indicated noise as a problem.
* Seven of 31 indicated failure to listen to teacher's explanations by other students as annoying to them,
* Four of 31 were annoyed by teacher's (1) criticisms of them; (2) talking harshly to them; (3) assigning too much work.
* One of 31 alleged that other students called him/her names.

The remaining five high school students did not like (1) having junior high school students in the ALP; (2) having male students 'talk bad'; (3) particular classes; and (4) lack of space.

The students overwhelmingly supported having classes meet five days a week rather than only two or three times per week. (The ALP tried both scheduling approaches--classes five days per week and only two or three times per week.) Only 22 per cent of the 55 students answering questions favored classes meeting less than five times per week.

* * *

These reported preferences by students for a fairly formal structure poses a dilemma for the Alternative Learning Program that will be difficult to resolve: while the majority of ALP students want and need the order in their lives that a structured classroom can offer, there are also other young people who are totally put off by a classroom situation. It is now and will continue to be difficult for the ALP to develop a balanced approach to serve both student groups who require an alternative approach to the education offered by the high school. The task of reaching those Zuni students who are less motivated and less accessible will require more outreach, more individualization of instruction, and flexible scheduling; and, the task of serving the other students will require fairly conventional classrooms which, however, have a warm, non-threatening, personalized environment. Unfortunately, to accomplish this goal may require far more fiscal and personnel resources than the program now has.

* * *

Despite the problem of balancing all elements to provide an optimum learning setting for as many students as possible, the ALP does provide a supportive atmosphere for its students, even serving at times--according to some observers--as a surrogate family for students who have no immediate families or for students whose families are separated. The ALP was described by one Zuni tribal program director as a place for young people to go "where they are wanted and valued." The ALP atmosphere is also strengthened by the religious significance accorded the building by some students--the Zuni Learning Center was originally consttructed as a Shalako House.

2. Parent/Community Satisfaction

Parents and other community members (including the Zuni Tribal Council) who were respondents in the evaluation expressed satisfaction with the ALP, crediting it with (1) making education more attractive by providing a more satisfactory study setting; (2) diminishing the number of high-school drop-outs; (3) improving self-confidence among young people; (4) contributing to a decrease in vandalism and substance abuse by young people who are out of school and bored; (5) providing, through work-study, opportunities for young people to contribute to family income; (6) increasing adults' interest in education; and (7) making tribal services more accessible to students and their families by coordinating educational activities with other tribal programs.

Parents of students in the Alternative Learning and Extra Credit Programs were questioned during the evaluation by a Zuni-speaking interviewer. Parents favored the two programs--especially the Alternative Learning Program--for a number of reasons, most of which related to their being happy to have their children in school, having access to a school focusing on individual student's needs, and seeing their children change in positive ways. Representative comments made by parents vis a' vis strong points of the ALP were these.

1. All students have a chance to learn.
2. My children like going to school now. They have improved.
3. My opinion of the program is that it accepts anyone at any age. This is good because you can't get a job without a diploma. This really helps those who can't attend school at regular hours because of family responsibilities.
4. Satisfactory teaching.
5. The relaxed school atmosphere with the attention on the needs of the students rather than on the needs of a bureaucracy. Paying attention to the lifestyle of people.
6. Excellent program for people who need more attention than what they can get in high school.
7. To be able to share respect for oneself. To be able to help others find it in themselves.
8. My daughter has built up confidence in herself after attending the Learning Center. Academically, she like school and subjects which she didn't like before, she like now. Culturally, she's picked up a lot of information.
9. There are no mean teachers.
10. Satisfactory teaching.
11. The students are treated fairly.
12. I am grateful my children are in school and getting credit so they can go away to school.
13. I like the Learning Center. I take college courses there, too.
14. They are not mean there.
15. My child doesn't have to get up so early.

16. She wasn't in school for three years. We're happy she thinks about her education.
17. I want her to get her education.
18. He will be able to get an education and make his own living.
19. He does better work and has a job at the Learning Center.
20. The Learning Center is better than Zuni High School.
21. It is better for them.
22. We didn't like the way the high school was run.
23. The Learning Center is close and he doesn't get into trouble there.
24. She goes to school mostly every day.
25. The Learning Center helps him help me out and helps with his work schedule.
26. Students get along better there than at the high school.
27. The ZLC is not far from home and it is a good school.
28. He will get enough credits to graduate.
29. We want them to finish school.
30. He has been going to school for a long time. Now, he can finish up.

When asked for recommendations for program improvement, parents most frequently responded with suggestions for better facilities, more staff, increased funding, more Zuni staff, vocational education courses, improved parent-school communication, more information about teaching staff credentials, and more information on the kinds of field trip supervision provided.

* * *

In the course of gathering data for evaluating parent and community satisfaction with the ALP, probably the most responsible statement made re parent and community satisfaction came from a long-time tribal council member who observed "Any parent or community member who isn't closely associated with the Alternative school can easily question and criticize but they can't understand until they get close to the school. If they are really concerned, they must take the responsibility to see what their children are being taught. They must go to the ALP before they can know."

3. Curriculum and Instruction

The Alternative Learning Program's curriculum was found to have a number of important strengths, to wit:

a. the program curriculum/courses taught assure that ALP students will meet New Mexico state requirements for graduation;

b. all courses taught at the ALP meet Gallup-McKinley County requirements for accreditation and, as such, are accredited;

c. the curriculum emphasizes the acquisition by all students of basic skills in reading, writing, mathematics, English grammar, and life-coping skills;

d. problem-solving and decision-making skills are emphasized throughout the curriculum by integrating the obstacles students will face outside school into the courses and preparing students to cope. (Students saw this kind of teaching as especially valuable to them.)

e. the curriculum takes into account Zuni culture as it relates to particular course content. (Contrary to the beliefs of some respondents, classes solely in Zuni culture are not taught in the Alternative Learning Program; rather, the course content will simply reflect when appropriate current community issues, cultural values, and Zuni langauge);

f. curriculum materials/resources relating to Zuni culture, history, and language are available;

g. the flexibility and informality of the curriculum was considered positively by the ALP staff, particularly in the sense of permitting instructors to design curriculum and instructional materials based on students needs, abilities, and interests;

h. the art program, as part of the ALP curriculum, was frequently referred as being highly successful in promoting artistic appreciation and developing painting skills, self-expression skills, and heightened awareness of Zuni.

* * *

To determine the importance of courses by ALP students, parents, staff, and Zuni council members, each respondent group was given a list of courses (some included in the ALP curriculum and some not) and was asked to rank the courses as 'very important,' 'sort of important' or 'not important' to them. They were also asked to rate the ALP's effectiveness of instruction in each of the same courses by ratings of 'very effective', somewhat effective", or "not effective'.

A review of these rankings and ratings by each group proved useful in measuring the appropriateness of the curriculum content and the effectiveness of instruction. The responses are indicated in the following table by showing the percentage of the total respondents in each group who marked each category.

Generally, the rankings of courses by degree of importance and the ratings by degree of ALP effectiveness of instruction were fairly consistent across respondent groups. And, with only occasional exceptions, basic academic courses were considered most important to all respondent groups, with reading, math, social studies, English, writing, Zuni ways, and legal rights ranking highest. Few courses received overwhelming ratings for their effectiveness of instruction; most were rated as 'somewhat effective.'

In most subject areas, parents and students tended to be more consistent in their valuing of courses and ratings of effectiveness. Few tribal council members rated effectiveness of instruction, giving as their reason for not doing so a lack of intimate knowledge about the results of instruction in any particular course.

Perhaps respondents found the basic skills classes most valuable to them because they are required for graduation and because the ALP focuses on remediation and basic skills acquisition. It is important to note, too, that the areas of study receiving the lowest effectiveness ratings were those in which the ALP is least able to provide instruction due to lack of space, funds, and personnel, e.g. vocational education, limited music, and limited Zuni language.

While it is difficult to draw conclusions from these responses, it is reasonable to conclude that since students enroll in greater numbers in basic academic courses and since they feel their instruction in these classes is adequate, they will

Table XXII
Curriculum Content/Instructional Effectiveness Rating Table

	Reading				Math				Science			
	Parents	ALP Staff	ALP Students	ZTC*	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC
Very Important	71%	69%	80%	60%	79%	60%	75%	60%	71%	47%	50%	0%
Very Effective	50%	21%	67%	67%	21%	21%	57%	33%	21%	14%	40%	NR*
Somewhat Important	29%	25%	16%	40%	21%	40%	25%	40%	29%	53%	37%	60%
Somewhat Effective	43%	79%	31%	33%	79%	79%	30%	67%	72%	86%	53%	NR*
Not Important	0%	6%	4%	0%	0%	0%	0%	0%	0%	0%	13%	40%
Not Effective	7%	0%	0%	0%	0%	0%	13%	0%	0%	0%	7%	NR*

*Denotes Zuni Tribal Council

*NR denotes 'no Response'

	Social Studies				English				Zuni Language			
	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC
Very Important	64%	64%	65%	40%	79%	73%	71%	80%	57%	53%	56%	80%
Very Effective	43%	15%	56%	NR	36%	14%	65%	NR	0%	14%	13%	NR
Somewhat Important	36%	36%	35%	40%	21%	27%	29%	20%	43%	33%	39%	20%
Somewhat Effective	57%	85%	44%	NR	64%	79%	29%	NR	43%	36%	40%	NR
Not Important	0%	0%	0%	20%	0%	0%	0%	0%	0%	13%	7%	0%
Not Effective	0%	0%	0%	NR	0%	7%	6%	NR	57%	50%	47%	NR

	Tribal Government				Zuni History				Art			
	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC
Very Important	64%	60%	49%	80%	57%	73%	58%	80%	50%	50%	62%	80%
Very Effective	21%	14%	24%	NR	14%	21%	33%	NR	29%	29%	56%	NR
Somewhat Important	29%	40%	42%	20%	43%	27%	36%	20%	50%	43%	32%	20%
Somewhat Effective	57%	50%	58%	NR	71%	64%	48%	NR	71%	57%	28%	NR
Not Important	7%	0%	9%	0%	0%	0%	6%	0%	0%	7%	6%	0%
Not Effective	12%	36%	18%	NR	15%	15%	19%	NR	0%	14%	16%	NR

BEST COPY AVAILABLE

	Zuni Ways				Writing				Voc. Education			
	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC
Very Important	43%	80%	76%	80%	64%	67%	60%	60%	57%	47%	51%	70%
Very Effective	29%	15%	47%	NR	21%	23%	51%	NR	0%	0%	5%	NR
Somewhat Important	50%	13%	19%	20%	36%	33%	26%	40%	43%	27%	46%	30%
Somewhat Effective	71%	69%	36%	NR	62%	69%	41%	NR	29%	7%	28%	NR
Not Important	7%	7%	5%	0%	0%	0%	14%	0%	0%	26%	3%	NR
Not Effective	0%	16%	17%	NR	7%	8%	8%	NR	71%	93%	67%	NR

	Physical Ed.				Life Coping Skills				Health Education			
	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC
Very Important	36%	47%	60%	40%	57%	67%	44%	60%	71%	53%	55%	60%
Very Effective	29%	14%	56%	NR	29%	0%	20%	NR	29%	0%	25%	NR
Somewhat Important	64%	53%	30%	40%	43%	20%	40%	40%	29%	47%	47%	40%
Somewhat Effective	71%	86%	35%	NR	57%	77%	55%	NR	50%	77%	33%	NR
Not Important	0%	0%	10%	20%	0%	13%	16%	0%	0%	0%	8%	0%
Not Effective	0%	0%	9%	0%	14%	23%	25%	NR	21%	23%	42%	NR

	Legal Rights				Drug & Alcohol Abuse Ed.				Music Education			
	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC	Parents	ALP Staff	ALP Students	ZTC
Very Important	71%	73%	55%	60%	29%	53%	25%	60%	50%	30%	53%	40%
Very Effective	36%	89%	20%	NR	14%	8%	36%	NR	21%	7%	7%	NR
Somewhat Important	22%	27%	45%	20%	43%	33%	45%	40%	29%	43%	22%	20%
Somewhat Effective	43%	62%	51%	NR	43%	54%	21%	NR	29%	21%	28%	NR
Not Important	7%	0%	0%	20%	28%	14%	30%	0%	21%	27%	25%	40%
Not Effective	21%	30%	29%	NR	63%	38%	43%	NR	50%	72%	65%	NR

BEST COPY AVAILABLE

	Home Economics*
	ALP Students
Very Important	29%
Very Effective	25%
Somewhat Important	44%
Somewhat Effective	49%
Not Important	27%
Not Effective	36%

*Home economics was inadvertently left off the parents, ALP staff, and tribal council questionnaires.

likely continue to value a curriculum with few electives and emphasis on reading, writing, English, and math (Interestingly, science--although a basic academic requirement--was not highly valued by any respondent group other than parents. This phenomena may point to a question of values: to what extent is technological or scientific knowledge relevant to everyday life in Zuni?)

The students also valued the incorporation of Zuni ways into the educational system at the ALP. This integration of Zuni concepts into courses has fostered the appreciation indicated in the student responses for Zuni studies. Most Zuni respondents--during the evaluation--expressed concern that Zuni students may be accepting the television stereotypes of Indian people or that they will accept the stereotypes of them in courses taught in schools in the village, particularly in the public schools which follow the Gallup-McKinley County curriculum, one which is largely devoid of Indian emphasis. In consequence, Zuni adults answering questions deemed it important to expose their young people to accurate presentations of Zuni history and Zuni ways--not merely to anthropological observations. (It should be noted here that two tribal council members did object to cultural education at the ALP, expressing the belief that Zuni language and other Zuni-related subject matter teaching would interfere with basic skills' learning. These views were not held by other tribal council members of other respondents, including parents. Further, since the ALP curriculum follows, fairly consistently, the standard New Mexico high school course of study, any community members concerned can be assured that ALP students will be enrolled in conventional academic courses.)

* * *

A number of significant strengths in curriculum content and design were identified during the evaluation. These are briefly described below.

- Course outlines are written on a quarterly basis and are submitted to the Director of Curriculum and Instruction or to the program director for approval prior to the beginning of each quarter.

- Course content (and accompanying instruction) emphasizes developing problem-solving skills, using logical thinking processes, thinking in abstractions, and acquiring learning techniques. Both classroom observations and student responses indicate that the ALP has been quite successful in this attempt: ALP students were able to follow and participate in discussions to a degree not often found in high school classrooms. (Indeed, it is a rare school program which even begins to attempt to expose students to these valuable thinking tools. It has been the evaluator's experience to see that most schools are simply content to follow a curriculum that only dispenses factual knowledge, with scant attention paid to critical thinking processes.)

- A great deal of attention is paid to learning activities which promote reading and writing skill development. Individualized and group teaching in these areas is almost constant in the language arts curriculum (which includes English grammar, reading, composition, spelling, and vocabulary development.)

- The curriculum is largely personalized--based on the student needs, abilities and interests.

- Course content takes into account Zuni culture and its relationship to Zuni students' learning styles.

- There is ample oppotunity for experimentation with various teaching styles and course content within the curriculum.

- The art program was often noted by staff and students as a special element in the ALP curriculum. Art classes were held five days a week from 3-6 p.m. and were taught by a Zuni community member who is a well-recognized artist. Students could study landscaping, commercial sign work, sculpting, cartooning, portraiture, and traditional Zuni art; but , in addition to teaching, the course instructor counseled students paying particular attention to Zuni observances and the role of art in Zuni life.

- Students felt that the course offerings were helpful in specific learning areas. Their responses to questions raised re curriculum content follow:

Question	Response Percentage Very Helpful	 Somewhat Helpful	 Not Helpful
How well did the ALP help you?			
a. prepare for further education?	40%	45%	15%
b. reading and writing better?	55%	27%	18%
c. improving basic math skills?	65%	35%	0%
d. developing special interests such as art or music?	42%	49%	9%
e. understanding Zuni tribal government?	47%	36%	17%
f. completing school?	76%	20%	4%

- The curriculum provides for independent study for students who have special interests or who want to earn extra credit. This has proven popular with students, particularly with those who have developed special interest from other courses at the ALP.

- The staff felt that the curriculum and methods in place at the ALP were effective and that there was a willingness to experiment with new curriculum ideas by the teachers.

* * *

Despite the excellence of the ALP curriculum, the staff felt that there were curriculum areas which needed attention:

- The concern repreatedly raised was the lack of a comprehensive, written curriculum plan which took into account (1) sequence, continuity, and integration among courses within a quarter and from year to year; (2) standardized content, for basic academic requirements; (4) student, parent, and community values and interests; and (5) the range of academic competencies among ALP students.

- While all staff wanted to concentrate on overall curriculum planning, it was (and continues to be) difficult to initiate this kind of planning. There was a hesitancy to move beyond discussion of curriculum needs to the level of initiating joint planning. Some of the obstacles to taking this step were expressed as those of (1) fear of being considered 'too pushy' by colleagues; (2) reluctance to begin the curriculum planning process without an administrator's leadership; (3) difficulty in securing consensus among staff of the need to develop course content (and, by extension, to teach) so that courses are interrelated to reinforce skill acquisition; (4) difficulty in arranging planning meetings on a regular basis that are attended by all staff; and (5) difficulty in finding blocks of time for curriculum planning due to the year-round operation of the program.

- * There are no vocational training or agricultural education classes available at the ALP, both areas which were considered quite important by all respondents. This is due, again, to lack of staff and space to support these classes.

- * It was felt by some that the curriculum did not include enough Zuni culture, language and history.

- * Other than the availability of field trips, individualized instruction, independent study, and the art, pottery, and photography classes, the curriculum is limited in offerings for gifted and talented students who need special counseling and challenging assignments to foster their development. Yet, it is the opinion of the evaluator that gifted students probably have greater opportunities for persoanl development at the ALP than at any other school in the area simply because the staff is a creative one, attuned to the individual differences and tremendous potentials that exist among students.

- * Career education and preparation for continuing education appear to need strengthening within the curriculum. There are no specific career/occupational awareness classes (just as there are none in the high school) and the career awareness component of the ZCEP has had to spend most of its time on assisting Zuni High School seniors and other community members who are high school graduates in choosing and applying for admission to college/training programs and in securing financial assistance.

  ALP students' responses to career education questions suggested a lack of career education in the program and a desire for occupational information. Students were asked these questions:

Question	Response Percentage		
	Yes	No	Not Sure
1. Have you learned any new information at the ALP about different kinds of jobs and the kinds of education and training you'd need to get a job?	53%	16%	31%
2. Do you ever talk about (at the ALP) your future work or school plans after completing high school?	38%	35%	27%
3. Would you like to have more information about different kinds of jobs, about how to prepare yourself for jobs, and how to find a job?	87%	2%	11%

Even though the number of students indicating that they had not received career education or that they were not sure whether or not they had had career education was higher than was desirable, the students--when questioned about their career aspirations and the likelihood of their reaching them--appeared fairly confident of reaching their career goals and showed a varied knowledge of kinds of careers. In fact, the students showed career interests that one does not usually encounter among students living in a rural, isolated community. This knowledge of jobs can be attributed to the ALP course content, to encouragement of students by teachers, and to the students' field experiences. These responses are recordedhere to show the ALP students' range of interests. Fifty-five answered questions.

Profession	No. of Students Interested
Jewelry-making	17
Plumbing/carpentry/electricity	6
Secretarial/clerical	6
Teaching	6
Doctor	3
Electronics/computer technology	2
Business administration	1
Stockman	1
Radio disc jockey	1
Photo-journalist	2
Grocery clerk	1
Guard	1
Radio repair	1
Military	1
Accountant	1
Telephone repairman	1
Butcher	1
Artist	1
Tribal government	1
Cook	1

The same students were asked how sure they were of reaching their stated career goals. They were fairly confident, with 18 of the 55 students feeling 'very sure; and another 16 feeling 'fairly sure' that they would get the kind of job they wanted. Eighteen, however, said they 'weren't too sure' and three said their chances were 'very poor'. Students falling into the latter two categories cited the cost of an education or training to be prohibitive to their going to school or getting a job. This would indicate a need for workshops or classes in financial assistance for high school juniors and seniors.

* * *

Extremely creative teaching--the kind rarely seen--was observedduring the evaluation. Instruction in the ALP classes emphasized observation, problem-solving, analysis, and transference. The concerns obviously on the part of the teachers were to teach students to use their minds in thinking--to reach deeper levels of understanding thanare normally required of students in their educational experience and to use their knowledge outside the classroom.

Much of the teaching time was spent in one-to-one instruction although some of the classses have grown so large as to prohibit a great deal of individualization. The contrast of the ALP classrooms to a typical high school classroom was great: students were not merely reciting rote facts but they were, instead, relating the facts learned to the world about them. The teachers have a gift for translating knowledge in terms of where the students are--the information is made palatable to the ALP students and to their interests. The results of this kind of teaching were striking. Students' vocabulary in class was higher than had been anticipated; the students knew how to probe effectively for information; and, the questions they asked were meaningful and sophisticated.

In addition to individualized instruction, the teachers rely on small group instruction, infrequently large group instruction, independent study (previously mentioned), and field trips. All means of teaching are accompanied by fairly demanding written assignments. (This use of homework was mentioned with approval by parents and by some tribal council members. The assignment of homework and the use of make-up work were favored by adults who felt it good that students were 'learning to study early, learning to use the library, and learning to use resources in the community'.)

* * *

Field trips were used as an instructional device for both the ALP and the Extra Credit Program. These trips were sometimes quite local--visits to nearby archaeological sites to culminate a study on observation, note-taking, report writing, and early Zuni history; visits to food processors, grocery stores, and clothing and fabric manufacturers in connection with home economics units; visits to newspapers and television news broadcasts for journalism and photography students; and visits to nearby southwestern Indian tribes for students studying southwestern ecology, anthropology and tribal cultures. Other field trips were distant ones. Students traveled to Iowa and South Dakota, to Alaska, to California, and into the Rocky Mountains. Each distant field trip was the mid-point in an instructional unit of combined studies, e.g. students attended classes and studied the geography of an area, the people and their culture there and their history; they were required to do extensive research and writing prior to the field study so that they were prepared to ask questions and record observations in a journal. (Students who failed to complete the classroom study were not permitted to participate in field study.) While on field study, students participated in pre-planned learning activities designed to reinforce the previous classroom instruction and to provide 'hands-on' experience with new subjects for young people who had not previously had the opportunity to travel out of the southwest and, for many, to even travel away from the immediate environs of Zuni. They were also required to keep a journal while in the field. Following the field experience, students have reports and other assignments to prepare.

All extended combined study/field experiences classes were held in the summers and were open to all Zuni high school age students. All such classes/travels were funded by Johnson-O'Malley with the full approval of the Johnson-O'Malley Parent Committee, a committee composed primarily of parents of Zuni High School students and of Zuni High School students. Student eligibility for field study was based on classroom performance, attendance records, personal conduct, and previous travel on a field trip. A list of all students in these classes is kept and students who have not had a field experience are given priority in selection.

While this evaluation does not extend to Johnson-O'Malley activities such as the field learning experiences, a cursory examination of the field trips as part of the ALP summer program was made--primarily because the issue of the worth of field trips did arise, especially from some tribal council members.

Some ALP staff members observed that the field trips did cause 'worry and conflict', and concern was expressed that while the teacher might see and plan the trips as learning activities, the students might not learn as much as the teacher had anticipated. A majority of students questioned (62%) felt that they could learn as much on field trips as they could in class; twenty-nine per cent felt they could 'sometimes' learn as much; and, two per cent felt they couldn't learn as much. For many students, however, it does appear that the field experiences are an incentive to succeed and participate in the entire program.

In general, it seems that the rationale for the field experiences is educationally sound, that students and families benefit, and that participation is equitable. Some of the problems accompanying the trips should not be surprising: the logistics of travel for large numbers--especially for teenagers--are always difficult; parents are always likely to worry about the well-being of teenagers on an extended trip; staff are likely to be stressed due to the length and work load associated with these trips--they are no vacations!; it is inevitable that some students will not perceive the trip as a learning experience; and, students denied travel and their families can be expected to complain of the selection process and to look for criticisms of the program.

* * *

Students were asked during the evaluation to describe how they best liked to learn. They were given three closed responses to choose from as well as the option of an open-ended response. Most preferred small-group learning (62%); eighteen per cent (mostly junior high students) indicated a preference for large classes, and 20 per cent preferred learning alone. Two frequent responses written in as preferences for instruction were rather unexpected--reading aloud and staying after school to work. When they were asked to describe their preferences for classroom structure, only nine per cent said they would choose a class with "lots of freedom to do what I want." Twenty-seven per cent preferred classes where they were told exactly what to do and 64 per cent wanted a combination of directed order and flexibility. The students were also asked to tell what kind of instructional method used by a teacher would help them learn best. Their responses, in order of frequency of appearance, are listed here: listening and giving helpful advice; time for practice and make-up work; answering questions; correcting lessons; and asking questions.

* * *

Teaching time is divided into blocks of time set aside for teaching several subjects following an interdisciplinary approach. There are two--a junior high and a senior high block--all junior and senior high students are assigned to these two-three hour time blocks where they are taught English grammar, composition, and writing by a team of a language arts specialist, a reading specialist, and a teaching assistant. (The students may leave the class for math instruction depending upon the teaching schedule.) This approach has proven to be very popular with the students for both small group and individualized instruction; provides ample time for detailed explanations and practice work; prevents the disruption of frequent class changes; and insures the integration of instruction across several course lines.

* * *

Curriculum and instructional material used in the ALP is usually developed individually or in a team effort. The materials are innovative and interesting, especially in the areas of problem-solving, observation, writing, and analysis. All materials used in the ALP classes--whether teacher-made or commercial--are prepared or chosen because they facilitate independent thinking and questioning. This work has resulted in the development of an exemplary body of teacher-made materials which can be added to annually and shared with other educational programs.

* * *

The kind of instruction and materials preparation in place at the ALP, by definition, requires strong, inventive, flexible teachers who have the charismatic personalities required to attract and hold students' attention. Given their past experiences with schools and teachers, the ALP students cannot realistically be expected to respond readily to teachers whose classroom personality and teaching approach are mediocre.

This kind of teaching and preparation does take its toll on teachers. The time required to prepare for classes and the energy expended in classes are great--requiring almost constant attention to work. For the ALP teachers who find themselves in this situation, there is a need to free time within the year for instructional material development, planning, and time off for work.

4. ALP Student Assessment

No formal testing--commercial standardized or locally developed--is used to either assess students' upon entry into the program or at the end of a program year. Students are assessed, upon entrance, by a review of (1) their high school transcripts; (2) the last grade completed in school; (3) teacher-made tests given early in a course by individual teachers; and (4) observations of students by the teachers. Age is also a factor in assigning students to particular grade levels e.g. if a student's last grade completed was seventh and if he/she has been out of school several years, a decision may be made to place the student in a higher grade. But, this decision is made only if the student has the demonstrated ability to do comparable work with his peers. Sometimes, a student may be kept at an entry grade level until the necessary skills have been acquired; promotion will then take place. (An advantage of individualized instruction is that it allows for this kind of catch-up work.)

Student assessment at the end of a course is based upon the grade earned, a review of evaluation sheets completed on each student, and attendance. The ALP has elected not to use standardized tests for either diagnosis or evaluation due to the extensive research reported in the literature documenting that such tests are not valid measures of the academic status of many population groups in the country, i.e. rural students, students from economically disadvantaged families, Indian students, or students from particular ethnic backgrounds. Further, composite test scores cannot realistically be used to judge the 'quality' of an educational program because the scores reflect the nature of the community as well as the quality of the education.

It is perfectly acceptable--and even preferable--for the ALP to choose not to use commercial achievement tests. However, the staff expressed concern that no mechanism currently exists for accurately assessing a student's entry and exit skills. There is a particular need for specific diagnosis for reading and math. In fact, the ALP could be well-served by a testing process that provided fairly standardized measures of students' progress during the year. Such data would be extremely useful for planning purposes (determining course content, making teacher assignments, developing material), for identifying particular areas of academic weakness, and for documenting program success in terms of student progress. The staff agreed that a procedure to acquire a standardized measure of the ALP students' academic status at regularly scheduled intervals is needed.

* * *

The Alternative Learning Program--contrary to the opinions of some evaluation respondents--is not a grade or credit 'mill', dispensing either high letter grades or numerous credits for little work done. The ALP's academic standards cannot and should not be considered slight. There are very few 'A's' given and the mean grade ranges between a 'B' and a 'C', (See Tables XIV and XIX.) While students are rarely given grades of 'D' or 'F' (a practice adopted to prevent labeling students as failure), students who do not meet performance requirements are given a 'no credit' for a course and must repeat the course in order to earn the credit(s).

Grades and number of credits earned are based on (1) attendance, (2) quality of work completed, (3) quantity of work completed, (4) degree of improvement, (5) accuracy/mastery of subject matter, (6) participation in class activities, and (7) test scores and skills checklists. Class attendance of a minimum of 30 hours per quarter is a prerequisite to earning credits. Students may complete all work satisfactorily and fail to attend classes for the minimum required hours and still not earn credits. Although the minimum attendance requirement initially appeared harsh for an alternative school, the significant correlation found between attendance and credits/grades earned shows that the requirement is amply justified. The assignment of grades and credits earned appears to be fairly consistent among all teachers (although it is important to remember that some students reported that they were not always required to complete work on time.)

Students receive progress reports issued at the middle and end of each quarter by the teachers. Students, in their questionnaire responses, said that their best indicator of progress came from formal and informal conferences with their teacher (89% of students said this was the most frequently used method by teachers to report progress.) Other means used to report progress to students were these, listed in order of their frequency of use: grades on tests, report cards or grade reports, talking with the counselor, and watching other students work.

ALP staff meet together to review overall grades and attendance to determine overall student progress. Students who are not doing well are reported to the counselor who will meet with the students and/or make follow-up home visits.

Teachers are also asked to make status reports to each student's advisor so that an advisor/advisee conference can be held. (Each student is assigned an advisor at the beginning of the year. The advisor is to assist students in choosing classes and to provide counseling.) The submission of status reports to advisors was described as sometimes unsatisfactory, with teachers sometimes not preparing written comments for the advisor or only submitting sketchy details.

* * *

A review of the processes used to diagnose and assess student academic status and to determine credits earned showed that the assignment of grades at the ALP was as reliable as that of most schools: some ALP teachers graded stringently while others were more lenient; an acceptable degree of objectivity entered into grading; and attendance requirements were strict--all characteristics of the grading procedures in public and private schools. In fact, it is likely that, on a percentage basis, the ALP issues fewer 'A's than do other schools.

5. Enrollment and Attendance

The Alternative Learning Program is attracting and retaining more full-time students each term as a core of regular, serious students have been returning each quarter since the program began three years ago. Seventy-nine full time students were enrolled during the 1978-79 program year. (The 1979-80 program year enrollment is 105.) This core group of students who has been with the program since its inception stated that they intended to remain until they graduated.

Parents, ALP teachers, and students were asked why Zuni students choose to enroll in the ALP. ALP staff felt that the students came because of academic and social problems in the public schools, poor attendance patterns in the public schools, dissatisfaction with the public schools, and problems at home. Zuni parents and students, on the other hand, agreed that the following were the primary reasons for enrollment in the ALP: desire to earn a high school diploma; needed to learn to read, write, and work math better; liked the ALP teachers better than those of the high school; and liked the atmosphere of the ALP.

The class scheduling, with classes starting at 10 a.m. and continuing through the evening, also attracted Zuni students to the ALP. Parents, especially, favored these hours by explaining that many Zuni parents make jewelry and work long hours at night. This means that parents might not be up when their children would have to leave for the public schools. The children, then, might not be able to get up by themselves to be at school on time. The later class starting time at the ALP was favored and was described as finally helping "Zuni home life and school life coincide."

The ALP's enrollment is also positively affected by the official policy of making time allocations for tribal events and the Zuni religious calendar. Quarters are scheduled so that students are out of school during the major religious event, Shalako and provisions are made for make-up work for students who must be absent for religious reasons. (Zuni people actively adhere to and participate in Zuni religious practices. Historically and inevitably, conflict has arisen within the Pueblo between the western educational system operating in Zuni and the daily life pattern for many families--especially when the schools have ignored the religious calendar and their policies fail to take into account the reality that young people will be late and/or absent from school as a function of their involvement either as active participants or at home, helping their parents and relatives.)

Perhaps the reasons for the stable and growing student enrollment at the ALP were best described and were certainly accurately described--according to validation from other adults and from students--in the words of an older Zuni community member. These thoughts offered a great deal of insight to the evaluation and could be taken to account by the ALP staff and by ther teachers working in Zuni:

> Parents feel good that there is a place for their children to come to school after dropping out. For students, this (ALP) is a place to go when views of teachers in the public school and views of Zuni students clash. Students have been reprimanded in the high school for using their own language! Instances like this cause hard feelings. Discrimination has been such a part of the students' background that if reprimands occur, students feel badly.

> There are no serious disciplinary problems at the ALP that I know of. There have been no instances where students rebel against teachers. If they're reluctant to go to class, they're first asked to go in. Then the director or counselor will be asked to help get the student into school. Our children really see corporal punishment for tardiness or suspensions for punishment as foolish when used by teachers and principals! Zuni parents used to lecture children for discipline. The children were continually told to do the right thing. Parents did whip but as a last resort. Talking is the best way and that's what the ALP does with its students.

ALP students were asked how they learned about the program prior to enrollment. The majority of the students learned of the program from their parents or from other family members. Other sources of information are listed according to students' frequency of mention of them: another ALP student; ALP staff members; radio announcements; referral from another Zuni program; and referral from Zuni High School staff. Obviously, word of mouth from families and peers had been the most useful referral tool and has led to most student's first enrolling in the program. Surprisingly, to the evaluator, the high school referred fewer students for enrollment than did any other source. Some high school staff, during interviews, decried their 'lack of control' over who ALP program participants were to be. Indeed, a review of anedotal and students records at the ALP and interviews verified that (1) the high school would only refer students who could be termed 'troublesome' to the high school and (2) concern with the ALP enrollment/referral system was expressed by the high school only when a successful high school student elects to enroll in the Alternative Learning Program.

* * *

The evaluation review of student enrollment did confirm that the majority of ALP students are not personally and academically troubled young people but are rather young people who have (1) elected to return to school to complete their high school education and/or (2) elected to enroll in the ALP because it offered advantages not available at Zuni High School. That ALP students should have been labeled with false characterizations through rumors is unfortunate. However, the example being set by the older (by age and by years at the ALP) students who are confident, successful students should serve to destroy false perceptions.

* * *

Attendance is acknowledged by all ALP staff as the largest problem there. Specifically, the number of students coming to the Zuni Learning Center each day remains fairly consistent but some students simply opt not to attend all their classes. This problem is exacerbated by the failure of some teachers to insist that students attend all their classes. When this happens, two persistent questions arise: (1) should students who refuse to attend all classes be allowed to remain at the ALP when they are not in class: and (2) who has the ultimate authority to send students home when they don't attend class? The rules affecting this attendance policy were repeatedly described as 'shaky' or 'vague'.

Idealogically, the attendance problem is difficult to deal with. Students have come to the ALP due to attendance conflicts with the high school. If similar restrictions are imposed at the ALP, the student may be 'lost' just as they were 'pushed out' of the high school by rigid policy rules on absences and tardies. One staff member noted that some students "attending for the first time tend not to take the program seriously, only attending classes when they feel like it and influencing other students to follow their example. Attendance is a hard problem to handle especially if you don't want to start strict attendance codes that the high school is known for and probably drive other students away."

The ALP is criticized for its attendance policies, with its critics failing to recognize that the enforcement of a strict attendance policy would merely serve to drive young people away from another school.

* * *

A great deal of time was spent during the evaluation discussing the pro's and con's of various attendance policies but the staff felt that a concrete plan had not been established and that, when attendance rules were established, they appeared to be only sporadically followed, with some staff accepting them and others not. This was the most persistent problem raised by all respondent groups discussing the ALP.

* * *

Students, parents, and ALP staff were questioned to determine the reasons for absences among ALP students. ALP staff reported that reasons given by students for absences were family disruptions, followed by illness, needed at home, drug and alcohol abuse, transportation problems, bad teacher relationships, and conflict with fellow ALP students. Parents attributed absences most frequently to illness, needed at home, and important religious matters. Students listed the following as their reasons for absences. (Percentage of students responding to each category is shown to the right.)

Reason	Response Percentage
Not interested or prepared for the day. (Some cited "too lazy.")	24%
Child care (taking care of relative or own child.)	20%
Illness (personal)	15%
Illness (family member)	11%
Need transportation	10%
Weather too bad	7%
Needed at home to work or participate in religious activity	13%

* * *

Over 30 per cent of the staff felt that student absences were excessive in the ALP. Fifty per cent were neutral and about 20 per cent disagreed. Forty-five per cent of ALP students said they attended classes 'everyday.' Forty-nine per cent said they come 'almost everyday,' and another seven per cent said they come 'only once or twice a week'.

* * *

Follow-up via the counselor to absences is provided with home visits. Teachers submit names of students with excessive absences to the counselor who makes visits to see the student and his/her family. Frequently, getting students back into school requires assisting families in solving problems and making referrals for services to that student and the family. The degree of follow-up is quite good, given that only one person is available to do follow-up (in addition to his other responsibilities). Fifty-six per cent of the students stated that someone from the ALP contacted them or their parents when they were absent. Some students wrote that they or their prents would call the ALP to notify the staff there of absences, a practice the program is working hard to implement. Despite the amount of follow-up done, there remains a need to provide more home visits and more counseling--within and without the ALP--to deal with absenteeism.

* * *

6. Supportive Services: Referrals, Counseling, Parent Involvement and Transportation

The ALP has in place an excellent referral system which assists students (and their families) gain access to needed social, health, employment, and educational services. Conversely, tribal programs, the schools, and other service agencies refer students who could benefit from ALP to the school.

The First Offendor Program (FOP) is one of the most closely linked referral agencies with the ALP and it represents an innovative approach to family and juvenile offendor counseling and therapy. The FOP is under the supervision of the ALP director, with the ALP counselor coordinating participant and family referrals, scheduling, training, and staff assignements. ALP staff serve as lay facilitators--along with others recruited from Zuni youth service programs. The FOP provides an alternative to incarceration for first time offendors who are between 12 and 17 and whose offense is either drug or alcohol related. The program provides 24 sessions of multi-family counseling and individual family therapy conducted in three eight-week programs.

By organizing and coordinating this program, the ALP has been able to serve the Zuni community-at-large and, in some cases, has been able to draw out-of-school young people into an educational program. Initially, the ALP and FOP did experience some referral difficulties when Zuni's Probation and Parole office failed to make referrals to the FOP. This problem has been largely eliminated.

The ALP and the high school, of course, coordinate referrals--either of high school students for enrollment in the ALP or for extra credit classes. While the high school counselors do make referrals, this system has not been the primary source of referral of ALP students (as the preceding section on attendance and enrollment showed.) In fact, it was reported and documented that an adequate working relationship vis a' vis referrals and transferance of credits with the high school was difficult to establish. The high school counselors followed the high school's operating hours and, as such, were not available after school hours. The ALP counselor was usually only contacted in a crisis situation and not in the early stages of an emerging problem involving a Zuni High School student when the presence of a Zuni counselor could have possibly ameliorated the problem and resulted in a student's staying in school or not being suspended or expelled. The ALP also experienced problems with the receipt of information on credit deficiencies from the high school. Mistaken counts or credits or failure to record credits of ALP students from transcripts from schools outside Zuni by the high school were not uncommon.

The problems inherent in the relationship between Zuni High School and the ALP have been previously referenced in this report. These difficulties extend into the area of referrals and credit transferences; and, these difficulties are apparent to the ALP staff, to parents, and to the Zuni Tribal Council. All groups are troubled by the criticisms leveled from both the ALP and the high school toward each other, with one council member expressing the wish that the 'high school would do its job so that such criticisms would not be necessary," and with another saying that it was "bad that the two agencies had such difficulties working together." This section has been included for one reason; to point to the fact that criticisms which prevail are distrubing and that there is a genuine desire among Zuni community members to see educational institutions put aside small differences and work cooperatively to provide good education for Zuni children.

The elementary schools also make some referrals to the ALP, especially of students who are older when they leave sixth or eighth grade (in the case of the private schools) and who need individualized instruction to catch up academically. Several respondents from among elementary school personnel indicated an interest in being able to refer junior high school age students directly to the Alternative Learning Program when they leave elementary school rather than see the students enter the large high school without the transition period a smaller, middle school would offer.

Other agencies with which the ALP has a working relationship for referrals to or from for students are these:

Zuni Manpower Department (CETA and Student Work-Study)

Young Adults Conservation Corps (YACC)

Zuni Legal Services

Indian Health Service: Zuni Hospital and Outpatient Clinics

Zuni Tribal Court

Zuni Probation and Parole

Zuni Youth Center

Zuni Alcoholism Program

Zuni First Offendors Program

* * *

Only one counselor is employed by the ALP and his duties include (1) personal and academic student counseling; (2) follow-up on students who have excessive absences through home visits; (3) maintenance of student attendance records and transcripts; (4) securing accreditation from the high school for ALP students' work; (5) transferring credits to the high school; (6) coordination of the First Offendors Program; (7) student referrals to service agencies; and (8) coordinating transportation.

Personal counseling is done within the Learning Center with students (usually referred by the teachers) on a one-to-one basis. The counselor meets with students on personal matters, family matters, legal matters, with activities in this sphere extending to accompanying students to legal hearings or for other appointments.

The counselor uses an indirect approach to problems, gradually working to the point of the problem by talking casually to the student to help him/her feel at ease. This approach is used because, according to Zuni respondents, Zuni people are traditionally reluctant to talk about their problems: one is generally expected to solve his own problems. As a result, students who come for counseling were described as "being so within themselves that no one may know what is happening until something tragic happens." When students do come in for counseling then, they are reassured that they are not alone in their problems. The counselor also finds it necessary to spend time reassuring students that there are no age limits on education. There is often concern on the part of entering ALP students that they are overage and they must be persuaded to overcome their reluctance to come to school due to their age.

Home visits are regularly scheduled by the counselor, with an average of 15 made per week. Attendance listings from teachers are used to determine who to visit. These visits are used to (1) positively reinforce new ALP students; (2) educate parents about the ALP and dispel parental feelings that once their child enters the ALP, their (the parents') responsibility ends (an attitude that is a function of the jewelry-making economy that forces parents to spend less and less time with their children); (3) dispel the image of the counselor as a truant officer; and (4) follow-up on student separations.

Students reported that the ALP counseling services had been very helpful to them in a number of areas, particularly in the areas of understanding their abilities and interests, solving problems, getting along with others, and understanding Zuni ways.

Counseling is a priority for the ALP and the understandings, ability, and commitment of the ALP counselor meet exacting standards. Counseling to students is of the highest quality and is done with sensitivity and care. The counseling services are limited by the scope of the counselor's responsibilities and the number and kinds of problems which need attention. Observations, interviews, questionnaires, and counselor's responses all indicated that counseling probably cannot occur frequently enough (due to limited time) to spot problems, that at least one more counselor is needed, that a female counselor is particularly needed, and that a private office is necessary for the counselor.

* * *

For most of the Zuni community, the ALP is readily accessible. But there are students who need transportation in the morning, especially from Black Rock and outlying housing areas and when there is excessive cold, snow, or rain. Transportation is also needed to take ALP students from the Learning Center to the Zuni Community Center for physical education classes and to take students on local field trips. Transportation to meet ALP needs was cited as inadequate, especially in inclement weather or when a number of activities are scheduled. Problems frequently occuring are those of (1) lack of a regularly scheduled driver; (2) difficulties in coordinating the bus run; (3) break-downs and the length of time lapses in repairs; (4) lack of vans; (5) cost of gasoline.

* * *

Probably the hardest task of all is the involvement of parents in ALP activities, according to all respondents. Although the evidence from the evaluation data showed that parents had positive feelings about the ALP, their involvement in planning and parent-teacher conferences is limited. The parent policy board is largely inactive, but some parents stated that they would like to serve on the board in their questionnaire results. Parents have the usual reluctance--found universally in all communities--to actively involve themselves in decision-making at the ALP, to come in to see a teacher, or to come to the Learning Center simply to see what is being done. On the other hand, parents do visit the ALP for special events and do support its activities, especially if they have children in the program. Over half of all parents said they had visited the ALP or attended an open-house or graduation, and 80 per cent said they planned to visit. The same percentage of students also said that their parents had visited the ALP.

This lack of involvement of the part of parents was attributed to the self-employed status of Zuni parents and to the eocnomic crunch parents find themselves in now.

There is a strong feeling, especially on the part of the ALP staff, that parent involvement is essential--that it will serve to (1) dispel rumors about the ALP; (2) provide support to ALP students; (3) prevent the negative labeling of ALP students; (4) encourage community support; and (5) result in informed community members who have an understanding of the purposes of the ALP, who are confident of the quality of its work, and who will assume their rightful role as knowledgeable educational decision makers.

Without question, there is a need for greater parent involvement. This can probably be accomplished best by repeated home visits to invite parents to the ALP, to inform them of program activities, and to solicit their participation in activities. (Home visits are emphasized so much as a means to improve the quantity of parent involvement because of the success of home visits as an involvement mechanism in other communities and in Zuni as well where home-visits have had a remarkable impact on the adult education program.)

Teachers do make some home visits already. Half the students questioned said that an ALP teacher had visited their home; and, over half the parents said that a home visit had been made to them. Parents were questioned as to their receptivity to home visits. Over three-fourths stated that they wanted the staff to visit and the remainder said that they would prefer to be contacted with a letter rather than a visit. The ALP staff did talk about the issue of non-Zuni teachers visiting students' homes. It was felt by some that non-Zuni's home visits would not be easy due to the language factor and cross-cultural differences. Some Zuni staff felt that some parents would fear the visits to be judgemental--with the teacher making negative judgements about the Zuni family or that parents would object to being called away from their work to talk to a teacher or other visitor. The final adivce--from Zuni staff and from parent responses--was that most families would not object to home visits by the ALP teachers and that the teachers should simply "proceed to visit, following common sense and using delicacy in their approach."

7. Program Management

The ALP functions effectively and efficiently, accomplishing a great deal with limited staff. Staff and management and staff with staff interact positively. A supportive atmosphere exixts within the program. Comprehensive records are kept and maintained. The number of activities planned and completed is truly extraordinary.

Precisely because the program does so much with such limited resources, it encounters some management/staffing problems which are listed below:

* The size of the staff--based on the number of students and both the necessity and desirability of having a lower student-teacher ratio--is inadequate. The student-teacher ratio can range from one to 10 to one to 20 or 25. The enrollment during the 1979 summer quarter of 144 and the 1979 fall quarter enrollment of 105 have escalated the ratio even more. There is a danger to the ALP in this kind of ratio. Students who most need and who indeed require large blocks of teacher-time in order to succeed academically and in order to develop the student-teacher rapport necessary to facilitate retention may very well be lost to the program. And, these students are the ones who most need to be maintained by the ALP. If they do not find what they need at the ALP, they may be permanently lost to education and they may permanently move into the community's population of the unemployed and undereducated.

* There is only one teaching assistant for the classes, leaving teachers in a large class where individualization of instruction becomes almost impossible. The employment of Zuni-speaking teaching paraprofessionals would make more individualization possible and would insure that students had access to explanations in their primary language.

* Some very successful teaching has been done through team teaching, but there is reluctance on the part of some teachers to join this effort.

* Since teaching demands are so great, there is not enough time to adequately orient new staff who usually must go immediately into the classroom without enough preparation for the kind of teaching that is necessary.

* The positions of director of the Zuni Cultural Education Program, director of the Alternative Learning Program, and director of the Zuni Division of Education are all held by the same person. As a result, the ALP director must attend to a host of demands and assume many responsibilities, leaving little time to allocate to the samller manage-

ment concerns within the ALP. (In the beginning, there were few difficulties with this dual role assumption. Now, though, the Division of Education and the ZCEP have grown so much that tasks have multiplied in a short time and additional personnel have not been available to absorb the new work.) Both the ZCEP director and staff concurred that the ALP needed a day-to-day administrator whose primary function is to schedule staff, support staff in enforcing student policies, assist in clarifying student and staff policies, initiate planning and follow-up activities, schedule program events, and, in general, assume an administrative stance in all ALP areas. The presence of a visible person who could just 'be about' the Learning Center during the school day could possibly result in improved class attendance, with fewer students being late or refusing to go into class. Indecision and the 'nobody told me' syndrome were present among the ALP staff as well as was a fear, on the part of staff, that to initiate action was to be pushy or assertive. It appears that, without the presence of an ALP administrator, the staff have difficulty in coordinating planning and in following through on plans made. The unease generated by the absence of an administrative figure will probably be eliminated by the presence of someone whose job description clearly sets out decision-making authority as well as the responsibility of assigning tasks and insuring that they are completed. (It should be noted that this problem has been recognized and steps were taken during the program year to eliminate it.)

- There is difficulty in following through on plans for staff to meet to coordinate teaching. This concern was repeatedly reported by staff as an annoyance. It was felt that the 10 a.m. beginning time for classes gave teachers a good opportunity to meet in the mornings, and that this time could be used by all ALP staff to meet and coordinate teaching.

- ALP staff, parents, and students felt that, despite the existence of some rules, there was a need to develop and adhere to a set of basic operating rules for student attendance, student behavior, and student enrollment and separation policies. It seemed that rules were agreed upon but that they were inconsistently enforced, sometimes resulting in frustration among the staff and confusion among students.

* * *

Comprehensive ALP student records were kept, to include

(1) attendance records, turned into the counselor by teachers
(2) certification of credit
(3) student progress reports
(4) student transcripts
(5) cumulative records
(6) transcript request forms
(7) cumulative record request forms
(8) student intake forms
(9) teachers' grade reports
(10) calendar of home visits
(11) student schedule
(12) enrollment by name and classes
(13) records of referrals made
(14) reports to advisors

The attendance records are kept to coincide with the public school's attendance reporting schedule.

* * *

RECOMMENDATIONS

The following suggestions are offered in view of the responses to questionnaires from ALP staff, students, and parents and from the Zuni Tribal Council and from interviews with the Tribal Council, local schools' personnel, and ALP staff:

- The space available for classes was repeatedly found inadequate by all respondents. Unless additional space becomes available, the number of enrollees could be limited, more classes could be offered and could be scheduled later (or earlier) in the day to allow for smaller classes, or the junior and senior high blocks could be split, thereby reducing the size of those block classes.

- Some students were conscious of perceived favoritism on the part of teachers. Teachers could be more conscious of their relationships with students in this regard.

- The time appears appropriate to take stock of the existing curriculum in view of (1) a framework or philosophy that is consistent with the Zuni community development needs and traditional values, (2) the degree of balance and depth that exists within the current curriculum, (3) the degree to which the disciplines are integrated, and (4) the core group of students who began seventh grade with the program, who will probably remain with the program until graduation, and who have college aspirations.

- Once the existing curriculum has been evaluated, the ALP may develop a curriculum and course outlines to insure sequence, integration, and continuity from grade to grade and within classes. The ALP is in an excellent position to develop a curriculum that is culturally amenable, sufficiently academically rigorous, and varied in content so as to reach an optimum number of students in terms of academic performance level, interests, community development needs, and career aspirations.

  Such a curriculum development process would, of necessity for validity, include broad-based community representation, with a series of meetings held to set overall goals, determine specific academic standards, and validate curriculum content. The program's existing funding is not now adequate to support such an effort. Additional funding would have to be sought--perhaps from USOE/Office of Ethnic Heritage, USOIE, Title IV, Part B, or Johnson-O'Malley.

- Minimum standards need to be set for the content of each course taught, e.g. an outline of the concepts which must be taught in a particular math or science course needs to be developed for each course. This will serve two purposes: consistency in instruction and course content will be assured and standards for evaluating student progress will be established.

- The number and kind of courses offered each quarter (or even included in the curriculum could be partially determined by (1) a review of attendance and enrollment records for the number of students enrolling and earning credits in a course and (2) a poll of students prior to the quarter's start--or even pre-registration--to identify the courses they plan to enroll in. This procedure would allow for planning an adequate number of courses and assigning staff as needed.

* Standardized grading procedures that are consistent with instruction, course content, and student's skill level could be developed and followed throughout the program so that grades would assume more meaning on student transcripts. Perhaps contracts establishing a basis for the assignment of grades could be tried, e.g. students completing a certain amount of basic work with a pre-determined accuracy percentage and meeting minimum attendance requirements would receive a C; students completing more work, with greater accuracy, and attending more often would receive a higher grade and so on.

* The use of a nationally standardized achievement test to diagnose and assess students' academic placement and progress will not be recommended for the Alternative Learning Program. The literature and the law are filled with evidence of the invalidity of these tests and there is no reason to believe that they would have any particular usefulness for the ALP. There is, however, a need for the ALP to develop locally diagnostic and achievement tests with local norms so that student placement can be reasonably accurate and so that the ALP can know how much students have progressed academically. The test items should be validated to give them reliability and credibility. Once the standards are set the tests developed, care must be taken not to separate the purpose and function of testing from teaching and learning.

  (The ALP is an excellent program which is worthy of designation as a model project by the Department of Education's Joint Dissemination Review Panel. What is lacking for the ALP to apply for such status is valid evidence of educational gains.)

* Several courses not now included in the curriculum were often discussed during the evaluation as courses students and their parents would like to see as ALP course offerings. These are listed along with comments when appropriate:

  (1) Vocational education in general, with a particular interest shown in electricity, auto mechanics, and electronics. To implement a vocational education component, the ALP would have to have substantial additional funding and a special facility for classes. Ideally, the Division of Education could apply for funding from the Department of Education's Bureau of Adult and Occupational Education for a multiple year grant from the Indian set-aside in vocational education. Vocational education could be taught for both ALP and Zuni High School students as well as for other community members. (Only Indian tribes are eligible to apply for this funding.) Another source of funding for vocational training are Bilingual Vocational Training grants which are available to applicants who can justify a need for bilingual vocational instructors.

  (2) The students' responses to the questions on career education suggest that occupational knowledge should receive greater attention. Formal classroom instruction occuring regularly in career education would probably be more advantageous than simply workshops, infrequent speakers, or field trips alone.

Job readiness, job seeking skills, occupational knowledge, and sources of training/higher education have become such specialized areas that they can require a great deal of time to teach. Two options for career education could be considered: The career awareness coordinator, who has excellent resources, could teach a class--required of all students--once a week. The class could be taught while students are in the block time, thereby assuring that all students are in the class and freeing the language arts and reading teacher for planning work during that time. Or, a course outline could be developed and a career education class taught each quarter. (Career education is often integrated into the course content of several disciplines; but, in the case of the ALP with its staff shortages and its relatively new curriculum, it is probably preferable to have separate classes taught by the career awareness staff, although the other teachers would continue to provide occupational knowledge in their classes just as they now do.) A career resource center could also be set up in the library at the Learning Center. The career education program is collecting career/occupational information and this could be placed so that it is accessible to all students. Students could be given assignments to research various careers, using not only printed information but by interviewing people in those particular fields if they exist in Zuni. The career resource center should be open in the evenings and be well-publicized so that adult community members can use it.

(3) Zuni students have limited access to college preparatory information according to the career awareness and cultural awareness counselors and to other ALP staff. In order to prepare students for the realities of applying for, entering, and succeeding in college, it was recommended by a number of respondents that a series of workshops be held at least twice a semester at the Learning Center--one during the day for ALP eleventh and twelfth grade students and one in the evening for Zuni High School students and community members--to introduce students to the concept of college, to assist them in completing admissions and financial aid applications, and to give them experience in test-taking. This series would also provide instruction in study habits, composition (of the type in college), and quite simply in the realities of college life. Field trips would be a necessary part of this program, taking students to various schools to not only see the campus but to visit the library, sit in a class, and talk to students currently in school.

(4) An interest was expressed in the addition of traditional, advanced college preparatory classes to the ALP curriculum. Curriculum planning at the ALP now must take into account the fact that students are now spending all their high school years at the ALP and that most of those students will plan to attend college. In fairness to these students, they must have access to the courses and experiences that will prepare them adequately for higher education, e.g. chemistry, physics, advanced maths, advanced composition.

(5) Both parents and Tribal Council members expressed an interest in having agricultural training added to the ALP curriculum for several reasons: Zuni people have traditionally farmed and raised livestock. A return, at least, to family gardens would assist families caught in the economics of high food costs. Young people are reported to be losing the knowledge of these skills and are also in need of new information which would assist them in land management, livestock raising, and water conservation. Caution was added, however, that this kind of instruction would have to be carefully planned and executed so as not to offend Zuni religious practices concerning planting, growing, and harvesting crops and the use of the land for other purposes. (One council member did dissent from the suggestion that agricultural/gardening classes be taught at the ALP, noting that the time spent in agricultural pursuits could be better spent in jewelry-making or working at other jobs.)

Agricultural classes, especially classes in gardening, food preservation, and small crops, could be easily incorporated into the ALP curriculum since there are already a number of people in Zuni quite knowledgeable in these areas who could either teach or serve as resources. In addition, the home economics teacher at the ALP already teaches a foods class which could be expanded to include freezing, canning, and drying food.

(6) Zuni language should be incorporated into the classes more, with students being given frequent opportunities to read and write the language. This was the primary area of study which, while fairly highly valued by respondents, received the lowest rating for effectiveness of instruction due to their having only been one Zuni language course.

(7) Zuni history could be integrated into the ALP classes far more than it is. The historian is usually available to speak not only on history but on other aspects of Zuni life and the ALP has excellent source material to use in developing classes. In addition, there are other Zuni community members who have special knowledge who could be called upon. It is difficult to use resource people in classes because to do so requires time-consuming preparation. However, the inclusion of Zuni history could be discussed regularly in planning sessions when definite plans can be made in advance to schedule speakers or use resource materials.

(8) Interviews with the staff and student questionnaire results revealed a need for carefully planned instruction in the hazards of substance abuse for ALP students. Rather than teach separate 'drug and alcohol abuse' classes, it would probably be better to incorporate this into the health education class. Here, again, care should be taken in designing and presenting the information since it has often been the experience of parents and teachers that some so-called drug education classes have served to encourage abuse rather than diminish it.

* There is a need for the assignment of a day-to-day administrator of the ALP whose functions will be to

  (1) Coordinate all ALP activities to insure smooth operations, maximum communication among staff, timely scheduling, and follow-through on planning;

  (2) Provide leadership in instructional planning and implementation of same plans;

  (3) Monitor and review course content and instructional practices with teachers;

  (4) Reinforce the staff on decision-making, especially in insuring students' adherence to set school policies;

  (5) Report regularly to the Division director and ZCEP director (if these are different) on all ALP activities and meet regularly with same for planning purposes.

  This administrator's role must be clearly put forth by the Division Director, clearly agreed upon by the ALP administrator and the Division Director/ZCEP Director, and clearly defined to the ALP staff so that conflict will not arise vis a' vis supervisory responsibilities.

* In order to diminish administrative burden and to assure the conversion of planning into action, more ALP staff initiative is needed. To facilitate this, the ALP administrator could appoint one or two staff members to be responsible for initiating follow-up. As it is, staff members are reluctant to assume responsibility for fear of being considered too agressive (a problem mentioned before in other contexts.)

* A definite planning time for ALP staff that is not optional is needed. These sessions could be held on a daily basis since classes do not begin until 10 a.m., but they can probably be more reasonably held once or twice--no less--each week. Unless the planning time is mandatory, it is possible that teachers who have decidedly independent ideas or who prefer not to teach classes in an interdisciplinary setting will find it convenient not to participate. These regular planning sessions are necessary if the courses are to become integrated, if curriculum planning is to occur, and if the minimum standard setting is to be done.

* For purposes of program evaluation--internal and external--and for consistent student follow-up, expansion of the current record keeping system is needed so that each student has a cumulative record which inlcudes:

  - last grade completed proir to entry in ALP
  - length out of school
  - basic demographic data (age, sex, address)
  - credits already earned
  - credits needed
  - courses enrolled in per quarter
  - # sessions attended for each course
  - courses credits earned in
  - credits and grades earned per course
  - previous high school grades

  - previous high school attendance records
  - diagnosis of entry and exit levels

* There is a need for more Zuni-speaking teachers and/or teaching assistants. Students indicated that they felt freer to ask questions in the Zuni language and that asking questions was easier in Zuni than in English. The employment of more Zuni community members (and the implementation of a career development plan for non-degreed Zuni staff) would serve several purposes:

  (1) insure that more instruction occurs in Zuni;
  (2) maximize the number of instructors for dollars expended;
  (3) serve as an investment in the community by insuring that Zuni people are receiving opportunities for upward mobility and providing role models for ZLC students and for community at large;
  (4) diminish staff turnover.

* There is a universal concern over clarification of and adherence to the few rules that have been agreed upon as necessary, e.g. class attendance in particular. While everyone agrees that force and threats are not acceptable and are unwanted, it does seem clear that parameters must be set for students and staff to operate within and that consistency and cooperation are necessary to assure the maintenance of such a structure. The students' comments about noisy classes and the failure of classes to always start on time as well as the teachers' frustrations with classroom attendance point to this as a sore spot. Perhaps a general meeting of student council/staff to (1) establish rules and (2) inform staff and students of intent to follow through followed by adherence of rules could be tried.

* Regular classroom visits by the ALP manager and the ZCEP director would be welcomed by the staff and would serve to

  (1) give ALP manager a realistic sense of how well instruction is being done, a sense of class make-up, and student-teacher interactions;
  (2) give greater validity to recommendations vis a' vis instruction by the ALP manager;
  (3) reinforce the presence of the ALP manager to students--as they see the administrator's interest in their classes, they could respond more positively.

* ALP staff members realistically noted that some of the positive attributes of the program could and did become negative at times. These observations are listed, not as specific evaluation recommendations, but to provide a point of self-evaluation within the program:

  (1) flexibility, while an important element in creative learning, may sometimes prevent follow-through on planning to occur as staff members independently decide not to carry-out the plans;

  (2) open student-teacher relationships serve to foster strong trust relationships between students and teachers but this openness becomes a disadvantage when teachers find themselves discussing students in the presence of other students;

(3) the ALP provides numerous student activities which can be and are usually beneficial, but the value of these activities is diminished when all staff are not aware of all activities or when so many occur simultaneously that the work pace becomes frenetic for both students and teachers.

* An attendance policy which has been developed with staff and student input and which is followed is needed. Attendance policies and the degree of enforcement of some were a constant point of contention arising throughout the evaluation. Some thoughts on the issue of attendance are set out here:

(1) it would be a disservice to adopt a stringent attendance policy because it would merely drive away students; instead serious effort should be made to reach these students and attract them to the classes;

(2) it is not, conversely, improper to ask students who choose not to attend their classes to leave the building. Students found outside their classes should receive immediate counseling to determine the source of their reluctance to attend classes;

(3) more counseling time and space for private consultations might decrease the problems of students attending some and not all classes; it seems that increased attention given to students who are poor attenders often serves to foster their interest in school;

(4) expansion of the adivsor/advisee system so that advisors meet with their advisees at least once each month is strongly recommended. This will, in effect, extend the counseling capabilities of the program and perhaps the more frequent contact of students with their advisors will serve to indentify and solve problems affecting attendance;

(5) attendance might be improved if home visits just to establish contact with parents and tell them of their child's (ren's) progress were held monthly. One day a month could be set aside for visiting, with letters sent in advance notifying parents of the impending visit. (Non-Zuni staff could be accompained by a Zuni staff member until both the non-Zuni and the Zuni family are confortable visiting alone.)

(6) letters detailing attendance problems from the counselor could be sent out to parents. While little may initially result from letters, they will serve as another indicator of interest to the parents and student;

(7) a better supportive system among ALP staff is needed for consistency in enforcing whatever attendance policy may be established. (It is difficult for one teacher to ask a student to come into class when other teachers are present and do not support that request.)

(8) an orientation for new students to the ALP was recommended so that students will be aware of the program's goals,

scheduling, policies, and overall structure. Many students were said to come into the program with only a slight idea about its operations. Such an orientation could result in greater attendance;

(9) for infrequent attenders, a contract system with an individualized study plan might be used. That approach would pre-set the student's assignments and, when lengthy or frequent absences occured, the student would have not missed critical class discussion (since his work would be based on books and teacher-made material) and he could simply began his work where he left off; and

(10) for students 16 and over who are often absent, a meaningful solution might be enrollment in the GED program. This would allow students to work at their own pace and schedule, would not disrupt regularly attending students, would relieve ALP teachers of the stress of constantly arranging make-up work, and would provide meaningful work with a goal in sight--the GED--to the young person.

Setting a standard attendance policy, informing students and parents of its restrictions, and following it consistently would probably result in better grades and more credits earned, lessened staff frustrations, and fewer negative allegations about attendance and disciplinary policies at the ALP.

The frequency of parent involvement and parent contact by the ALP needs to increase. Home visits referenced earlier would serve to establish contact. The letters, written to tell parents about student progress and ALP activities, would improve parents' knowledge of the ALP; and, both the increased home visits and letters could serve as a means to identify parents interested in assuming active roles on the parent policy board. Tribal Council members' support could be solicited in improving parent involvement. Several Tribal Council members stated that parents did talk to them about schooling for their children and suggested that this contact could be used advantageously by the Council to counsel both parents and youn people, to provide information about the ALP, and to encourage students to enroll in classes.

* Recommendations were also made by several respondents that a time be set aside for the ALP counselor and the cultural counselors to meet with students to discuss personal problems.

* The courses taught at the ALP are imaginative and responsive to Zuni students' interests and academic needs. These course outlines should be printed and disseminated to Zuni High School, to the elementary schools, to the New Mexico State Department of Education, to ERIC, and to other Indian communities so that some of the ideas developed at Zuni could be used elsewhere. The availability of the printed curriculum within Zuni would dispel the belief among some Zuni community members that basic skills are not being taught.

* A female counselor should be hired for two reasons: (1) one counselor cannot reasonably be expected to perform all the responsibilities the

counselor now has to and to provide enough student contact and (2) women attending the ALP would more likely discuss personal issues with a female than with a male, according to the ALP staff.

* The ALP needs a van driver to be responsible for running regular, on-time bus runs for student pick-up and drop-off, and for maintenance of the vans. Perhaps a combination transportation/custodial position could be established to assume these responsibilities.

C. Cultural Awareness

FINDINGS

Activities of the cultural awareness component of the ZCEP were described in previous chapters. Specific program findings will be reported here.

1. All local school staff questioned about the cultural awareness program commented on its excellence, noting that the printed material, oral presentations, and discussions at both the cultural awareness sessions and the principals' meetings were very relevant and helpful. There were repeated suggestions that more cultural awareness sessions be held throughout the year and that these sessions focus on some areas commonly not understood by the majority of the cultural awareness seminar participatnts. (These topics will be described below in no. 3.)

   There were isolated criticisms of the cultural awareness program activities, most of which dealth with the length of the sessions, the inadequacy or the questionable accuracy of some of the material presented, and the format of the seminars. On the whole, the school staff would like to have more storytellers, more seminars, and more films.

2. With only one or two exceptions, the Zuni Tribal Council saw the cultural awareness component as a very important element of the Zuni Cultural Education Program. The feeling prevalent among Council members was that, with increased exposure to the "outside" world and

to television, Zuni young people were "getting away from being Zuni's." The cultural awareness program was seen as a means to reinforce Zuni ways with young people. Most council members also said that they felt Zuni people were in danger of losing their language through exposure to English and to 'white thinking.' The importance of bilingual/bicultural education was stressed as a way to strengthen Zuni language use and Zuni Cultural maintenance.

3. Cultural awareness seminar participants, responding both to self-evaluation questionnaires and external evaluation questionnaires and interview questions, considered the seminars to be well-executed and planned to help them be more comfortable and effective in Zuni. (Two respondents, however, said they felt the seminars to be designed to make Non-Indians feel uncomfortable.) Only about one-half of the seminar participants stated that their colleagues at work supported the cultural awareness program and felt it would benefit them. The seminar participants expressed regret that all their co-workers did not support the program.

   Most participants said that the cultural awareness seminars were especially beneficial because information came from Zuni people. The teachers' previous knowledge about the Zuni community had come from conversations with non-Zuni co-workers, books read about Indian people in general, and books read about Zuni people specifically.

   Areas reported as troublesome by the seminar participants were these:

   a. There is wide-spread confusion and ignorance on the part of non-Indian teachers and administrators over the issues of Indian/tribal legal status, the legal status of non-Indians residing in Zuni, the structure of tribal government, and the source and nature of the various federal, state, and local agencies and programs operating in Zuni.

b. Some of the material displayed at the seminars is difficult to adapt for the lower grades. More visuals are needed.

c. Teachers have not always been informed of the availability of services and material from the Cultural Awareness Program. (This is probably the responsibility of the school administrator since regular principals' meetings are held to coordinate activities with the schools.)

d. The seminars focus too much on historical Zuni. Teachers would like information on contemporary Zuni, with more varied and more compehensive references offered. (This was especially emphasized by Zuni teachers in the public schools.)

e. Repeated mention was made by public and private school administrators and by public and private school teachers in interviews and on the cultural awareness external evaluation questionnaire of the dilemma vis a' vis the strong Zuni religious and traditional beliefs and classroom instruction. (Again, Zuni teachers were quite emphatic on this point.) Teachers stated that providing culturally relevant education was hampered by their potential for giving offense through a lack of knowledge. Teachers need more clarification on what is considered sacred and what is not. Confusion exists, especially when conflicting information is given to teachers from a variety of sources: Zuni staff members in the schools, students, parents, and the cultural awareness staff. Several examples were given of teachers' inquiring about a particular teaching unit, being assured of its propriety, teaching the unit, and angering some community members because the particular unit had violated beliefs. One source, if possible, is needed to identify and agree upon what aspects of the culture can be appropriately incorporated into the school.

f. Cultural awareness staff reported that they were discouraged by the attitude taken by some public school teachers at presentations by the cultural counselors. Despite the topic of discussion, some teachers were said to take a negative response to virtually every statement made. This same negative approach is offered to new teachers arriving in Zuni to work: they are frequently encouraged by teachers already working in the village that it is best to always maintain an 'us and them' atmosphere with cultural education, thereby assuring that the teachers as 'us' will never fully cooperate with Zuni programs and especially with Zuni people as 'them' providing cultural counseling.

g. It was difficult to measure whehter or not the cultural awareness seminars had resulted in changed attitudes. No pattern to suggest either positive or negative changes appeared in responses to both pre- and post-seminar evaluation questions.

4. Excellent internal evaluation procedures were in place and documentation of all activities, with participant names were readily available.

RECOMMENDATIONS

1. Cultural awareness seminars could be held more frequently--at a minimum, four times each year.
2. Seminars need to be planned to clarify the federal relationship with the Zuni Tribe, the Zuni Tribe's political status, jurisdictional issues, Zuni Tribal government--its structure and its powers, and the source and purpose of all federal, state, and local programs at Zuni. Special workshops might be held to present this information; and written materials, that are brief but explicit, could be prepared and distributed to disseminate this information. (a directory of Zuni programs is being prepared for teachers and others in Zuni by the Cultural awareness staff. Similiar handbooks on the other areas referenced above are needed.)
3. A 'clearinghouse' or a 'review panel' could be established through which teachers can relate proposed teaching/learning experiences and receive feedback as to their appropriateness or their potential to give offense. This body needs to be universally agreed upon as to its ability to provide reliable decisions. The panel could be appointed by the Tribal Council, in concert with the religious leaders, and could be made up of experts on Zuni culture, religion, and history who would study requests and determine their suitability.
4. A list of suggested culture-based teaching activities for all grade levels, but especially for the early elementary grades could be prepared by the cultural awareness staff. (It should be noted that a teacher should be able to take suggested source material and develop lessons. It is not the responsibility of the cultural awareness staff to make lesson plans.)

5. There were numerous mentions of interest in and a need for a course in conversational Zuni from the non-Zuni respondents. The issue of whether or not non-Zuni's should be taught the language is, of course, an internal tribal decision, and would be inappropriate to recommend that such a course should be taught. There does exist substantial interest in such a course.

6. Teachers were reported to sometimes feel uncomfortable when Zuni storytellers were in their classes and were using a great many of gestures in their storytelling. Some teachers did not understand the necessity of exagerated gesturing. The cultural awareness staff could develop materials on the use of non-verbal communication at Zuni to explain this mode of expression.

7. Teachers also sometimes expressed disappointment that the Zuni language Development visuals labeled only in the Zuni language, making them difficult to use since neither they non their students were able to read Zuni. The Cultural awareness staff could interpret these materials or arrange for an interpreter so that the classes could use them.

8. It is also recommended that the Cultural Awareness staff and other ZCEP staff members as well spend time informing the community that cultural education does not exist simply to teach Zuni ways to Zuni people but that it is designed to educate non-Zuni'sworking for Zuni people to the ways of the community so that benefits for Zuni people will accrue through the delivery of better educational and health-care services. Without this effort, non-Zuni's at work in the village would probably only learn of the Zuni people through information coming from other non-Zuni's--information that has often been found to be incorrect or inadequate.

D. Career Awareness

FINDINGS

Career Awareness activities are described elsewhere in the report. Specific findings will be reported here.

1. Responses from presenters and community members present at the Career Awareness night were very positive, noting that the event was a unique one and a needed one for the village. Concerns expressed from the representatives from colleges/trade schools were those of (1) not being able to spend time individually with students due to the large number attending; (2) not having enough space for set-ups or adequate electrical outlets for slide presentations; and (3) not having the high school counselors present so that the college admissions' representatives could establish contact which would better facilitate liasion between the colleges and Zuni High School.

2. The Zuni Tribal Council noted that more children--especially the Career Awareness participants--now talk of continuing their education and that adults now earning GED's are learning through career awareness that they, too, still have an opportunity to continue their education and establish a career. The Council also felt that a good job had been done in informing people of careers and getting them into college. Most members of the council felt that students, in the past, leaving high school had received little or no encouragement to enter higher education.

3. Students going on school visitations were pleased with the opportunity to visit a college or training institution. Some noted that this was their first time ever to do so and that they no longer felt the intimidation they had felt in the past from colleges.

4. The Career Awareness staff felt a need to spend more time with students prior to the college/school visitations because students were not prepared to ask specific questions once they arrived at the schools.

5. Internal evaluation for this component was also excellent. Self-evaluation sheets were completed by each participant at each activity. Records of all staff and participant experiences were kept.

RECOMMENDATIONS

1. Career Awareness nights or daytime career awareness events need to occur more frequently, with the following to be considered in planning:

   a. scheduling needs to be arranged so that college representatives have more time to talk to students individually;

   b. visits by industrial and personal service providers, e.g. hair care professionals, cleaners could be considered so that students are exposed to a wide range of non-professional occupations;

   c. college representatives might be invited to Zuni individually, with pre-arranged interviews made for students prior to the day of the visit;

   d. full participation in career awareness events by representatives from all the professional fields and the arts present in Zuni (of which there are many) e.g. law, medicine, land management, archaeology, education, business administration, art, and music;

   e. holding college representative visits from January to March could be considered since these times best coincide with college and financial aid application deadlines;

   f. arrange for representatives from the skilled trades to be presenters at career awareness events (There were quite a few expressions of interest in meeting these representatives by students.);

   g. insure that the high school counselor will be present throughout the career awareness event; and

   h. hold preplanning meetings with local presenters (from Zuni) so that they will know who is coming from away and where they can be found. This will enable local representatives to direct students to the other presenters since students will go to local people first for information.

2. Increased classroom career awareness activities could be provided on a regular basis to ALP students through either a once-a-week class or a regularly scheduled course taught each year for one quarter by the career awareness coordinator. Time to do the same for high school juniors and seniors at Zuni High School could be requested. Some learning experiences needed in

these classes are those of occupational knowledge, job seeking/job keeping skills, local field trips to work sites, resource speakers, career awareness inventories, training/education requirements for various occupations, sources of such training/education, financial aid for continuing education, and the realities of college life.

3. A career resource center could be set up to provide career/occupational knowledge for Zuni students and adults. Perhaps times could be scheduled for the career awareness counselor to be at the career resource center to asnwer questions and assist students.
4. Special weekend or evening workshops in college orientation could be held for Zuni High School and ALP students and for other Zuni community members planning to go to college.
5. Workshops for the ALP staff would be helpful in integrating career awareness into the content of all courses taught;
6. A college resource/financial aid directory could be developed for use by students planning to attend college.

E. Zuni History and Documentation

FINDINGS

The activities of this component have been previously described. Findings, reported here, are significantly briefer than those for other components due to the nature of this work. The Zuni History and Documentation project has far fewer discrete activities and is more focused on one end than are the other parts of the Zuni Cultural Education Program.

1. When speaking, the historian emphasized early Indian cultures, an important consideration for Zuni students because Indian students are so often taught that their history only had its beginnings when European contact first occured. This historian is exacting in his efforts to provide a real sense of history for Zuni students as well as for the community at large. He also emphasizes the danger of relying too heavily on the assumptions made by early anthropologists such as Cushing and Stevenson who were in Zuni to study Zuni ways and Zuni people.

2. A great deal of documentation--using sources which vary from early reports of contact with non-Zunis, from Smithsonian field studies, missionaries, tribal oral traditions, tribal documents, tribal elders--has and is occuring. The Historian is careful to validate by cross-referencing.

3. A significant amount of materials, either written by historian or collected from other sources, exist. These are the basis for establishing an excellent resource lebrary within Zuni.

4. The historian is notable for his precision in presenting information and in his careful documentation of data. Further, he is eager to make knowledge and resources he has acquired and/or developed available to the Zuni community-at-large. The historian freely shares

information and commits significant amounts of time to teaching and consulting on historical issues.

RECOMMENDATIONS

1. The tribal historian could be called upon more frequently (and as his schedule permits to provide the integration of Zuni history/ways (previously recommended) into the ALP classes.
2. Zuni history materials need to be adapted for use for younger children in the elementary schools.
3. A list of the materials developed by the Zuni History and Documentation component and a list of resource materials gathered could be developed and publicized.
4. A private place for writings is badly needed for the historian.
5. A secure location for storing the materials developed and the resources gathered is needed so that ALP staff, other educational personnel, interested community members, and students can have access to the historical data.

F. Extra Credit Program

FINDINGS

Extra credit activities were previously reported, and the findings set out here are based on parent questionnaires, tribal council interviews, and ALP and Extra Credit staff responses to questions.

1. Zuni High School students, enrolled as extra-credit students, participated more in the elective classes of fine arts, photography, and pottery and in the summer combined studies/field experiences than did full-time ALP students as the primary beneficiaries of such 'special' studies.

2. Counseling at the high school for extra credit students is inadequate, with neither students nor Extra Credit teachers (who were Zuni High School teachers) receiving little support from the high school. There are documented instances of high school students; being informed of lack of credits very near graduation although some of the deficiencies had existed two or three years.

3. Extra Credit teachers reported that the ZCEP staff was always responsive to their own and the students' needs and that the administration was always cooperative.

4. The ALP summer program is primarily attended by Zuni High School students who enroll during the summer as extra-credit students.

RECOMMENDATIONS

Working relations with the high school counselor's office need improvement. The ALP frequently experiences problems with the receipt of information on credit deficiencies from the high school. For example, the ALP requested a list of Zuni High School seniors who lacked credits needed for graduation at the beginning of the second semester so that these students could be contacted early and extra credit classes arranged. The list did not arrive until April, 1979, too late to arrange extra credit classes for the students. It was suggested that monthly meetings be established, and routinely held with the high school and ALP counselors. This frequent contact would, it is hoped, help the high school to be less uncomfortable with the ALP and to work more cooperatively.

NOTES

1. Zuni Tribal Census Department. Population figures. Bureau of Indian Affairs. Spring 1979 Population and Labor Force Report. Pueblo of Zuni.

   Proposed Exemplary In-School Demonstration Project. Pueblo of Zuni: Prepared for the Pueblo of Zuni by the Zuni Manpower Program. 1979.

   Annual Report, FY 78. Johnson O'Malley. Pueblo of Zuni.

   Indian Vital Statistics. Albuquerque Area. DHEW/Indian Health Services, Albuquerque Area. Program Analysis and Statistical Branch. December, 1977.

   Review of Current Tribal Statistics from Zuni Health, Manpower, and Educational Programs.

   Interviews with Zuni tribal officials, educational programs staff, and local schools' administration and personnel.

   Questionnaires completed by Zuni tribal officials, ZCEP staff, parents, students, and local schools' administration and personnel.

2. Indicators of Social Well-Being for US Counties. Peggy T. Ross, Herman Bluestone, Fred K. Hines. Rural Development Research Report. No. 10. Economics, Statistics, and Cooperative Services. Washington, D.C., May, 1979.

3. Enrollment and staffing patterns data provided by these school administrators:

   Dowa Yallane Elementary School. Roland Carey, Principal
   Zuni Elementary School. Marie Espanza, Principal
   Zuni High School. Lincoln Gallaspy, High School Counselor
   St. Anthony's Indian School. Charles Bradley, Principal
   Christian Reformed Mission School. Andrew De Jong, Principal

4. Interviews. Zuni tribal officials, educational programs' staff, local school administrators and teachers.

   Questionnaires completed by Zuni tribal officials, educational programs' staff, local school administrators and teachers, parents, and students.

   Review of ZCEP documents.

5. Ibid.

6. New Mexico Drop-Out Study. 1976-1977. Evaluation, Assessment, and Testing Unit. New Mexico State Department of Education. Evaluation, Assessment and Testing Unit. Santa Fe, NM. Sept., 1977.

Pueblo of Zuni. Division of Education. On-Going Drop-Out Study. Continuing.

7. Review of records, Adult Education Program. Pueblo of Zuni.

Questionnaires completed by Zuni Adult education program participants.

Review. Records of On-Going Drop-Out Study.

8. Interviews with Zuni tribal officials.

9. Educational Needs of the Zuni. A Report of the Intensive Education Planning Workshop. Zuni Indian Project of the University of Northern Colorado, Greeley, CO. 1971.

10. "Gallup Schools Are Accredited," Gallup Independent. Gallup, NM. October 16, 1978.

"Tafoya, Terry. "Alternative School Working for Zuni's" The Indian Educator. A National Journal of Indian Adult Education. Vol. 2. #1. Seattle, WA.

"Zuni Students Plan Learning Trips Again." The Indian Education Record of Oklahoma. Vol. III. No.7.

ATTACHMENT A

Schedule of Courses: Alternative Learning Program and Extra Credit Program 1978-79

I. First Quarter (Summer Session) June-August, 1978

A. ALP/Extra Credit Courses

Junior High	Senior High
Language Arts	Language Arts: Creative Writing
Social Studies	Language Arts: English Grammar
Math	Social Studies: Zuni Past and Presnet
Reading Tutorial	Native American Studies
Art	Math
Science	Reading Tutorial
	Art
	Guitar
	Drama
	Art/Pottery/Photography

B. Special Learning: Field Trips and Coursework

Science: Marine Biology
Science and Physical Education: Alpine Ecology
Social Studies/Language Arts/Sociology/Physical Education: Midwestern Studies
Anthropology: Plains Indian Culture
Social Studies, Language Arts, and Home Economics: Comparative Studies--Tlingit and Zuni Indians

II. Second Quarter. September-December, 1978

A. ALP Courses

Junior High

Junior High Block (Language, Arts, Reading, Social Studies)
Junior High Physical Education
Junior High Science
Junior High Math

Senior High

Advanced English
Language Arts/Reading
Biology
Foods
Math II
Zuni Language

Sociology
Ecology
General Science
Algebra
Health Education
Home Economics

Art
Individual Tutoring
Guitar
Journalism
Social Studies

B. Extra Credit

Math I
Math II
American History
Pottery
Photography
Drama
Guitar

III. Third Quarter. January-May, 1979

A. ALP Courses

Junior High

Junior High Block (Language Arts, Reading, Social Studies)
Junior High Math
Junior High Science
Junior High Physical Education
Survival Skills/Junior High

Senior High

Typing
Social Studies
Native American Studies
Biology
Reading/Tutoring
Basic Skills
Math I
Math II
Advanced Math
Foods
Sewing
Ecology
Art
Journalism
Sr. High Physical Education
Sr. High Language Arts
General Science

B. Extra Credit

Geometry
Math
American History
Photography
Pottery

IV. Fourth Quarter. (Summer Session) June-August, 1979

A. ALP/Extra Credit

Junior High

Language Arts
Math
Reading
Junior High Science
Social Studies
Physical Education
Pottery
Art

Senior High

Language Arts
American History
Open Studies
Math II
Pottery
Art
Physical Education

B. Special Learning: Field Trips and Coursework

Social Studies: Southwest Tribal Government and Environmental Studies

C. Social Studies/Language Arts/Sociology/Physical Education:

Midwestern Studies

D. Anthropology: Plains Indian Culture

Acknowledgements

An evaluation report does not normally extend to the inclusion of acknowledgements. However, in the case of the evaluation of the Zuni Cultural Education Program, the gathering, assembling, and preparation of a large volume of information were greatly facilitated by a number of people whom I specifically want to mention and thank for their assistance:

The entire Zuni Cultural Education Program staff showed enormous patience by taking time away from their demanding schedules to complete a lengthy questionnaire, spending at least two hours in interviews and answering numerous questions during each site visit. Both Hayes Lewis, Director of the program and Director of the Zuni Division of Education, and Dr. Ralph Casebolt, Education Coordinator for the Division of Education, were always available to answer questions, to assist in the mechanics of the evaluation, and to carefully explain past and current program status. Linda Belarde, Nancy Sharp, and Steve Kostelecky assisted in modifying the ALP student questionnaire so that its readability scale was suitable for the respondents. Lavina Romancito was particularly helpful throughout the evaluation: any assistance requested--whether in scheduling, securing program records, setting up interviews or in any other area of work--was promptly available and often anticipated. Further, the usually difficult travel arrangements became easy through her efforts.

Governor of The Pueblo Robert Lewis and members of the Zuni Tribal Council set aside ample time to meet for interviews and to thoroughly explain the positions they took vis a' vis the Zuni Cultural Education Program. This interest demonstrated by a governing body in the evaluation of one of its many programs was indeed welcomed by the evaluator.

So often, program evaluations elicit defensiveness on the part of a grantee. Such was not the case in Zuni. Openness and a genuine interest in evaluation as a tool for planning and improvement were characteristic responses to the evaluation process.

Significant contributions to the final report were made by Dr. Steve Murray, Community Development Specialist at Mississippi State University who volunteered his expertise and time in assembling and analyzing the mass of information collected and by Ms Willene Tingle who arranged her own busy schedule to type and assist in editing the final draft.